DOCUMENT RESUME

ED 204 258 SP 017 375

AUTHOR Schwanke, Dean, Comp.
TITLE Teacher Stress: Selected ERIC Resources.
INSTITUTION ERIC Clearinghouse on Teacher Education, Washington, D.C.
SPONS AGENCY National Inst. of Education (ED), Washington, D.C.
PUB DATE Feb 81
CONTRACT 400-78-0017
NOTE 80p.: Best copy available.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Anxiety; Coping; Decision Making; Educational Environment; Faculty Mobility; *Job Satisfaction; *Negative Attitudes; Personality Traits; Physical Fitness; Relaxation Training; *Stress Variables; Teacher Administrator Relationship; *Teacher Alienation; *Teacher Burnout; *Teacher Morale; Teacher Persistence

ABSTRACT

This annotated bibliography lists journal articles and research reports on the problem of teacher stress and burnout. The first two sections include citations of general discussions which clarify the distinction between desirable and undesirable stress. The third section lists research and survey reports on teacher morale and job satisfaction. The focus is on teachers' attitudes toward their work, careers, and work environment. The fourth section focuses on teachers' relationships with administrators, school organizational structures, and teacher involvement in decision making. Citations are given of literature dealing with morale building, organizational and administrative models for job satisfaction and stress reduction, and counseling services. The literature identified in the third and fourth sections is divided into two practical perspectives: individual/personal and organizational/administrative. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED204258

TEACHER STRESS: SELECTED ERIC RESOURCES

Dean Schwanke, comp.

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
✓ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Published by the ERIC Clearinghouse on Teacher Education
One Dupont Circle, Suite 610, Washington, DC 20036

February 1981 Clearinghouse No. SP 017 375

SP 017 375

Related publications on stress published by the ERIC Clearinghouse on Teacher Education include:

Managing Teacher Stress and Burnout. Dennis Sparks and Janice Hammond. February 1981. Clearinghouse No. SP 017 376. (Available from AAHPERD Publications, P.O. Box 870, Lanham, MD 20801. Order No. 245-26878, $4.00).

Relaxation: Education's Fourth 'R'. A.B. Frederick. January 1979. ERIC No. ED 164 497. (Available from the Clearinghouse, $1.00).

The National Institute of Education

The ERIC Clearinghouse on Teacher Education is funded by the National Institute of Education. The material in this publication was prepared pursuant to contract no. 400-78-0017 with the National Institute of Education, U.S. Department of Education. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgments in professional and technical matters. Prior to publication, the manuscript was submitted to external referees for critical review and determination of professional competence. This publication has met such standards. However, points of view or opinions do not necessarily represent the official views or opinions of the Clearinghouse or the National Institute of Education.

Printed in the United States of America.

Library of Congress Catalog Card No.: 81-65917

CONTENTS

PREFACE v

I. TEACHER STRESS
General Discussions 1

II. TEACHER BURNOUT
General Discussions 7

III. TEACHER MORALE AND JOB SATISFACTION
Research and Survey Reports 10

IV. STRESS, MORALE, AND BURNOUT

A. ORGANIZATIONAL AND ADMINISTRATIVE PERSPECTIVE

1. Analysis 17

2. Prevention/Management 26

B. INDIVIDUAL AND PERSONAL PERSPECTIVE

1. Analysis 32

2. Prevention/Management 35

PREFACE

A quick review of educational literature would suggest that teacher stress and burnout are recent problems, since there was little mention of these phenomena before 1978. In reality, it is chiefly semantics that divides "stress" and "burnout" from earlier concepts such as "tension," "anxiety," "alienation," "morale," "job satisfaction," "persistence," "attrition," and "survival." These latter topics have been discussed extensively in the literature prior to 1978; together with stress and burnout, they share a relationship with one broad subject: the physical and psychological health and well-being of classroom teachers.

All of the above terms represent slightly different perspectives on the problem, and important distinctions can be made among them. However, for classification in this bibliography, these concepts have been separated only in a general pattern to allow a more significant division of the literature into two practical perspectives: organizational/administrative, and individual/personal. This classification, it is hoped, will allow the reader to locate the literature that is most useful for his or her own position in the educational environment, whether it be as decision maker, practitioner, or researcher.

It is important to clarify terminology at the outset. As Hans Selye has defined it, stress can be both desirable (eustress) and undesirable (distress). Thus, proper management of stress becomes the crucial factor. Burnout, characterized by feelings of exhaustion and negative attitudes toward work, is an undesirable outcome of uncontrolled stress.

The first two sections of this bibliography are divided along lines that clarify these distinctions. These sections are not specifically concerned with either the organizational or individual perspectives mentioned earlier. The section on stress includes citations on "tension," "anxiety," "role strain," and "frustration". The section on burnout includes citations related to "persistence," "attrition," and "survival."

The third section is a gathering of research and survey reports on teacher morale and job satisfaction. The focus is on teachers' attitudes toward their work, careers, and work environment, and the literature provides a wealth of data.

The fourth and final section, in which stress, morale, and burnout are grouped together, divides the literature into four major sections. Under Organizational Perspective, the analysis section focuses on teacher-administrator relationships, school organizational structures, and teacher involvement in decision making. The prevention/management section, on the other hand, looks at recommendations for morale building, organizational and administrative models for job satisfaction and stress reduction, and

counseling services. Under Individual Perspective, the analysis focuses on variables such as personality traits, age and background, teaching experience, and self-perception. Management is discussed in terms of relaxation training, professional development and renewal, coping strategies, leaves of absence, and physical fitness.

The citations included in this bibliography cover the period from 1968 to the present, most of them from 1975 onward. Within each described category, citations are divided into journal articles (EJ numbers) and ERIC documents (ED numbers), and thereafter arranged numerically (generally, the most recent are listed first). The bibliography was generated from the computerized ERIC database, made up of citations from the printed indexes Resources in Education and Current Index to Journals in Education.

The reader may be dismayed by the absence of major books and articles about the general stress phenomenon. Selye's work is most notably absent. However, these materials have been liberally cited elsewhere, and the purpose of this bibliography is to focus narrowly on teachers and school settings.

The documents listed here can be read at any of the 700 ERIC microfiche collections around the country, or they may be ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210. Check the most recent issue of Resources in Education to determine the price that corresponds to the price code in each citation.

Finally, acknowledgments must be made for the generous assistance of Jerry Kaiser, director of the American Federation of Teachers' Stress Project, who made recommendations on the selection of citations as well as suggestions for organizing the bibliography. Dr. Karl Massanari, director of the Clearinghouse, also provided helpful comments during the final stages of development.

DEAN SCHWANKE
User Services Specialist
ERIC Clearinghouse on Teacher Education

EJ229336 AA531878
An Exploratory Comparative Study of Staff Stress in English and German Comprehensive Schools.
Dunham, Jack
Educational Review, v32 n1 p11-20 Feb 1980
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
West German and English teachers completed questionnaires and interviews about stress situations and responses. English teachers identified more stress situations than German staff, who felt more certain of their roles and more involved in school decision-making. Both reported poor staff communications and disruptive pupil behavior as their major stressors. (Author/SJL)

EJ227995 EC124063
Strategies to Alleviate Teacher Stress.
Pagel, Susan; Price, Joseph
Pointer, v24 n2 p45-53 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Practical suggestions to help reduce stress in teachers and administrators are given. Four major sources of occupational stress (within the teacher, within the classroom, outside the classroom, and outside the school) are discussed, and suggestions are offered for teacher and school-initiated activities. (CL)

EJ217714 EA512520
Stress and Teaching.
Cichon, Donald J.; Koff, Robert H.
NASSP Bulletin, v64 n434 p91-104 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); RESEARCH REPORT (143)
Implications of teacher responses to the Teaching Events Stress Inventory completed by about 22 percent of Chicago (Illinois) teachers. (MLF)

EJ200665 UD506986
Correlates of Role Strain in the Classroom.
Keith, Pat M.
Urban Education, v14 n1 p19-30 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study examines the relationship of complexity, formalization, length of team program, and role strain in team-teaching settings and self-contained classrooms. (Author/EB)

EJ189546 TM503545
Teacher Concerns and Teacher Anxiety: A Neglected Topic of Classroom Research
Keavney, Glenese; Sinclair, Kenneth E.
Review of Educational Research, 48, 2, 273-90 1978
Reprint Available (See p. vii): UMI
Language: English
This review of the conceptualization, measurement, sources, and consequences of teacher anxiety suggests that the concept is still at an early stage of development. Further research and theoretical clarification should focus on coping strategies, rather than on the anxiety experience per se, because a reduction in anxiety state may not necessarily improve teaching. (CP)

EJ188133 AA528788
Teacher Stress: Prevalence, Sources and Symptoms
Kyriacou, C.; Sutcliffe, J.
British Journal of Educational Psychology, 48, 159-67 1978
Language: English
A questionnaire survey of 257 teachers in 16 medium-sized, mixed comprehensive schools in England was used to investigate the prevalence, sources, and symptoms of stress. Implicit in the research design was the assumption that teachers are able to provide valid reports of the sources of experienced stress. (Editor/RK)

EJ178598 SO506302
A Model of Teacher Stress
Kyriacou, Chris; Sutcliffe, John
Educational Studies, 4, 1, 1-6 1978
Language: ENGLISH
A definition and model of teacher stress is presented which conceptualizes teacher stress as a response syndrome (anger or depression) mediated by (1) an appraisal of threat to the teacher's self-esteem or well-being and (2) coping mechanisms activated to reduce the perceived threat. (Author)

EJ176926 AA527732
Teacher Stress: A Review
Kyriacou, Chris; Sutcliffe, John
Educational Review, 29, 4, 299-306 1977
Language: ENGLISH
Reviews research on the sources and manifestations of stress among schoolteachers. Many possible sources of teacher stress have been identified, and some manifestations of stress are described. However, there are still many aspects of teacher stress that require investigation before a full understanding is possible. (Editor/RK)

EJ164337 EC093119
Teachers Are Human Too
Renshaw, Domeena C.
Pointer, 20, 3, 3-6 1976
Reprint Available (See p. vii): UMI
Language: ENGLISH
The editorial compares the realities of teachers' frustrations and anxieties with popular conceptions of teachers as superhuman authority figures. (GW)

EJ142046 TM502328
Teacher Anxiety: A Review with Recommendations
Coates, Thomas J.; Thoresen, Carl E.
Review of Educational Research, 46, 2, 159-84 1976
Language: ENGLISH
Explores the following issues regarding the cause and effect of teacher anxiety: the incidence of anxiety among classroom teachers; the cause and source of their anxiety; the effect this anxiety has on teacher and student behavior; and the methods used to reduce anxiety. Recommendations are also made for future study. (Author/DEP)

EJ131664 SP504176
Tired and Frustrated Teachers
Adams, David W.
Today's Education, 64, 1, 37,40-1 1975
Language: ENGLISH
The causes of teachers' frustrations and weariness are discussed. Five suggestions are given that might promote better professional efforts among teachers. (RC)

ED189084 SP016324
The Sources and Experience of Anxiety in Practice Teaching.
Sinclair, Ken; Nicoll, Vivienne
1980 27p.; Paper presented at the annual conference of the South Pacific Association of Teacher Education (1980).
Sponsoring Agency: Australian Education Research and Development Committee, Canberra
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: Australia
Journal Announcement: RIENOV80
For most student teachers, practice teaching is a difficult and anxiety-provoking experience. Anxiety arises when feelings of self-adequacy and security are threatened. A survey of 84 teacher education majors shows that anxiety levels are often high immediately prior to the internship; however, the anxiety level gradually declines by the middle of the practice teaching. These students tend to approach classroom control as a means of producing a less anxiety-provoking atmosphere. Interviews with 24 student teachers indicate that most anxiety stems from concerns about: 1) fulfilling expectations, 2) relating to pupils, 3) relating to cooperating teachers and supervisors, and 4) achieving lesson goals. This anxiety is expressed through physical symptoms, thoughts of failure, and various methods of "coping" (responses associated with threat reduction). Despite the decrease in the anxiety level that comes with the accumulation of experience, teachers will continue to feel the stress and strains that are a part of their profession. (CJ)

ED187707 SP016205
An Annotated Bibliography of Literature Dealing with Stress in the Teaching Profession.
Kurtz, Sandra
Jun 1980 26p.; Master's Thesis, Indiana University at South Bend.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131); THESIS (042)
Geographic Source: U.S./ Indiana
Journal Announcement: RIEOCT80
Current literature dealing with teacher stress and job burnout is presented in the form of an annotated bibliography. Symptoms of teacher stress and specific characteristics of teachers who deal ineffectively with stress are explored. The causes of teacher stress and its effects on administrators and students are cited. Resources to help teachers cope with and avoid stress are presented. (JD)

ED186379 SP015851

Perceived and Experienced Stress of Teachers in a Medium Sized Local School District.

Mazer, Irene R.; Griffin, Marjorie

Apr 1980 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 7-11, 1980).

Available from: Office of Health Education, Tacoma Public Schools, P.O. Box 1357, Tacoma, WA 98401 (free).

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S./ Washington

Journal Announcement: RIESEP80

A joint committee of a local teachers' association and the Tacoma Public Schools studied stress conditions for classroom teachers. Teachers estimated the magnitude of stress for forty-four events and noted those which they had actually experienced. "Involuntary transfer" was perceived as the most stressful event; seventeen per cent of the teachers reported having been involuntarily transferred during the year of the study. Seventy-five per cent reported having to "manage disruptive children," an event which ranked fourth in the perceived stress gradings. A moderately high negative correlation (-.51) was found between reported stress-induced exhaustion and days absent; a similiar but positive correlation (.46) was found for exhaustion and the number of stressful events experienced by a given teacher. (Authors/LH)

ED185042 SP015874

1978-79 Teaching Stress Events Inventory. Portland Study of Teachers.

Catterton, Brenda L.

American Federation of Teachers, Washington, D.C.

Jun 1979 38p.

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ District of Columbia

Journal Announcement: RIEAUG80

This report concerns itself with the data that was summarized from the 1978-79 administration of the Teaching Stress Events Inventory to the teachers of the Portland (Oregon) Federation of Teachers. Background information on the Inventory itself, a summary of the demographic characteristics of the teachers surveyed, and descriptive statistics concerning each event in the Inventory are presented as well as differences among subgroups of respondents based upon selected characteristics. (Author)

ED180985 SP015335

NYSUT Teacher Stress Survey. 1979. NYSUT United Teachers Information Bulletin.

New York State United Teachers.

Nov 1979 10p.

Available from: New York State United Teachers, Research and Educational Services, 80 Wolf Road, Albany, New York 12205 (Free)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ New York

Journal Announcement: RIEMAY80

Results of a survey conducted among the membership of the New York State United Teachers identifies causes of stress among teachers. Discipline problems and working with incompetent or unsympathetic administrators are reported as the two salient stress-producing factors. Differences in level of stress are found between urban, suburban, and rural teachers, as well as between varying age groups of teachers. (LH)

ED179536 SP015187

Sources of Anxiety Within the School Setting as Reported by Emory University Preservice and Inservice Teachers. A Descriptive Study.

Sullivan, Cheryl Granade

1979 19p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Georgia

Journal Announcement: RIEAPR80

Data gathered in three Delphi rounds indicated a dichotomy between 12 inservice supervising teachers and 12 preservice teachers at Emory University in their reports of sources of anxiety within the school setting. Preservice teachers reported concerns focused primarily on pupils and pupil-teacher interaction. Inservice teachers had anxiety primarily because of various out-of-class aspects of teaching. Suggested alterations in the preservice and inservice teacher program are minor and involve increasing each group's awareness of the sources of anxiety for the other and providing formal and informal sessions for coping with anxiety. Samples of the survey forms used in the research are appended. (Author/LH)

ED178522 SP015033
Dealing With Stress: A Challenge for Educators. Fastback 130.
Miller, William C.
Phi Delta Kappa Educational Foundation, Bloomington, Ind.
1979 32p.
Available from: Phi Delta Kappa, Eighth and Union, Box 789, Bloomington, Indiana ($.75)
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); NON CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Indiana
Journal Announcement: RIEMAR80
Sources of stress and hypertension are examined from the perspective of the professional educator and educational administrator. Physiological and psychological causes and effects of stressful lifestyles are explored, and suggestions are given for methods to deal with unhealthy amounts of stress. (LH)

ED171028 EC 15237
P.L. 94-142 and Stress: An Analysis and Direction for the Future.
Bensky, Jeffrey M.; And Others
Apr 1979 16p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-6)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)
Geographic Source: U.S.
Journal Announcement: RIEOCT79
One hundred thirty-six teachers enrolled in special education courses responded to a questionnaire which focused on stress in relationship to compliance with the mandates of Public Law 94-142 (Education for All Handicapped Children Act). The teachers were divided into three groups - special education teachers, resource room teachers, and regular classroom teachers. The results have implications for administrators, educators, and parents/community. Among findings were that special education teachers tend to experience less stress, that the increased frequency of meetings mandated by P.L. 94-142 has increased the amount of stress experienced by special education teachers in compliance with the law, that the presence of clear role expectations greatly reduces stress, and that the more satisfied a teacher is in the professional role the less stress is experienced. Other findings indicate that assessment/diagnosis is the most stressful activity for both regular classroom and resource room teachers; while writing individualized educational plans and due process paper work were rated as low stress factors. (Author/PHR)

ED171027 EC115236
"Teacher" the Forgotten Component of the IEP.
Roddy, Eugene A
Apr 1979 14p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session T-86)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120); CONFERENCE PAPER (150)
Geographic Source: U.S./ Connecticut
Journal Announcement: RIEOCT79
The problems of teachers as they deal with the rapid changes brought about by Public Law 94-142 (Education for All Handicapped Children Act) and other legislation have largely been ignored. The teaching profession is considered one of the most potentially stressful occupations in the world (along with air traffic controllers and surgeons). While good mental health is essential, research reveals that many cannot cope with the stress of their profession and "burnout" (a response to unchecked stress) is occurring. Burn-out can range from short-lived fatigue to physical ailments such as chronic back pain and ulcers. Teachers become physically, emotionally, and attitudinally exhausted. In a survey of teachers, 84% responded that they believed there are health hazards in teaching, with stress pinpointed as the major force affecting their health. The concept of an individualized educational plan has led many parents to believe that prior to P.L. 94-142 there were no specific goals, often placing teachers in adversarial roles which only increase their sense of frustration and isolation. (Author/PHR)

ED162228 CG012982

Teacher Stress and Disciplinary Practices in Schools: A Preliminary Report.

Feshbach, Norma Deitch; Campbell, Michael

28 Mar 1978 17p.; Paper presented at the Annual Meeting of the American Orthopsychiatric Association (55th, San Francisco, California, March 27-31, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.; California

Journal Announcement: RIEAPR79

The identification of teachers' subjective reports of stressors was investigated. Stress was defined as the teacher's subjective reception of demands from the environment. Teachers (N=53) were asked to list sources of stress and to respond to a questionnaire assessing teacher attitudes on corporal punishment and the stressful nature of teaching. Findings revealed that the most frequent sources of stress for teacher practitioners were interactions with children, problems with time, interactions with the administration, interaction with parents and inadequate resources and materials, whereas sources of stress for student teachers were concerns over teaching competence and performance, and children's behavior and discipline. Responses to the questionnaire revealed a significant difference betwen practicing and student teachers about corporal punishment, with student teachers opposing it and practicing teachers favoring its use. Recommendations for reducing and/or dealing with stress were presented, with the suggestions stemming from a human services, psychological approach to elimination of corporal punishment in schools. (KA)

ED160662 TM007970

The Teaching Events Stress Inventory.

Cichon, Donald J.; Koff, Robert H.

Mar 1978 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S.

Journal Announcement: RIEFEB79

The Teaching Events Stress Inventory was designed to measure the degree of stress caused by thirty-six events associated with the teaching profession. The inventory was completed by 4,934 elementary and secondary school teachers employed by the Chicago Board of Education. Event one on the inventory, the first week of the school year, was given an arbitrary stress value of 500, and teachers were asked to rate subsequent events numerically as more or less stressful than this event. Results were used to provide a quantitative basis for the investigation of stress, to ascertain differential reactions by educators with different backgrounds and situational characteristics, and to determine implications for educational policy. The 36 items and their descriptive statistics are appended. Discriminant analysis revealed no significant differences for sex, age, race, or type of school. In rank-ordering of teaching events, violence and student discipline, management of disruptive children, threats of personal injury, assaults on colleagues, and verbal abuse by students were priority concerns. Management tension events, such as involuntary transfer, overcrowded classrooms, notice of unsatisfactory performance, lack of books and supplies, and disagreement with supervisor imposed stress upon teachers in the form of action constraints. Maintaining self-control when angry and teaching low achievers were concerns related to professional competency. Events which induced relatively little stress included teacher-parent conferences, teaching bilingual students, and taking additional coursework for promotion. Recommendations are made for future research and educational policy. (Author/JAC)

ED092518 95 SP008107

Teacher Anxiety: A Review with Recommendations. Research and Development Memorandum No. 123.

Coates, Thomas J.; Thoresen, Carl E.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Apr 1974 33p.; For related documents, see SP 008 108 and 109

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Contract No.: NE-C-00-3-0061

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEOCT74

This paper reviews studies of teacher anxiety (stress and tension) with a focus on the incidence, sources, and effects of anxiety, and methods of reducing it. Previously, global definitions of anxiety have been used, and assessment has been largely restricted to paper-and-pencil measures. The incidence of anxiety among teachers, both beginning and experienced, appears to be remarkably high, and its causes are usually associated with a variety of personal, social, and physical events. The functional relationships between these events and teacher anxiety and between teacher anxiety and other teacher behavior as well as pupil behavior are unknown. It is recommended that teacher anxiety be conceptualized in performance terms and measured directly in classroom situations through external observation and self-observation. Data from such techniques would provide the basis for investigations of functional relationships between particular events and teacher anxiety as well as between anxious teacher behaviors and student performance. Promising techniques for reducing teacher anxiety, such as systematic desensitization, are considered. It is suggested that such techniques be incorporated in teacher education and evaluated experimentally. (Author)

ED079330 TM002928

Assessment of Anxiety About Teaching Using the Teaching Anxiety Scale: Manual and Research Report.

Parsons, Jane S.

Texas Univ., Austin. Research and Development Center for Teacher Education.

1973 61p.; Paper presented at Annual Meeting of American Educational Research Association (New Orleans, Louisiana, February 25-March 1, 1973)

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Research and Development Centers Branch.

Contract No.: OEC-6-10-108

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV73

The Teaching Anxiety Scale (TCHAS) is an easily administered, machine scorable, self-report instrument designed to measure situation specific (teaching) anxiety. The single factor structure, high stability (.95) and internal consistency (.87-.94), and manner used for controlling acquiescent set are discussed. The TCHAS correlates significantly and positively with other measures of anxiety, but .76-.86 of what it measures reliably is unique. TCHAS scores discriminated significantly between groups of preservice teachers rated most and least anxious about teaching. TCHAS scores decreased significantly over two to four months of professional preservice education, though MAS scores obtained concurrently remained unchanged. (For related documents, see TM 002 929, 930.) (Author)

II. TEACHER BURNOUT. General Discussions.

EJ230369 EC124643
Burnout: A Critical Issue for Educators.
Zabel, Robert H.; Zabel, Mary Kay
Education Unlimited, v2 n2 p23-25 Mar 1980
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Teacher burnout in the special education teacher is defined, and suggestions for reducing burnout are provided. (SBH)

EJ228001 EC124069
Bridging the Gap between Stress and Support for Public School Teachers: A Conversation with Dr. William C. Morse about Teacher Burnout.
Pattavina, Paul
Pointer, v24 n2 p88-94 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Excerpts from an interview with William C. Morse on teacher burnout concern special educators' sense of failure and impotence, the issues connected with individualized educational programs, and the importance of the first year of teaching. (CL)

EJ224548 SP509445
Teacher Burnout. A Teacher Center Tackles the Issue.
Sparks, Dennis
Today's Education, v68 n4 p37-39 Nov-Dec 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); PROJECT DESCRIPTION (141)
A teacher center program developed to help teachers and administrators combat teacher burnout is described. (LH)

EJ224546 SP509443
The Big Click.
Scrivens, Robert
Today's Education, v68 n4 p34-35 Nov-Dec 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Reasons for teachers' professional and personal disillusionment are explored, and some possible solutions are offered. (LH)

EJ222904 AA531339
High School Teaching: A Humiliating Profession.
Lee, Jackson F.; Pruitt, K. Wayne
Clearing House, v53 n4 p195-97 Dec 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
This article focuses on some of the humiliating practices forced on secondary teachers--practices which discourage and drive away productive and talented individuals. Included are: presence of nonlearners in the classroom, lack of opportunity for teacher participation in decision making, and lack of esteem given teachers by the public. (KC)

EJ213891 CG517148
'Burnout': Smoldering Problem in Protective Services.
Daley, Michael R.
Social Work, v24 n5 p375-79 Sep 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Inability to handle continued stress on the job, which results in demoralization, frustration, and reduced efficiency, has come to be termed "burnout." Explores why caseworkers in protective services are especially susceptible to becoming emotionally burned-out and describes various strategies for the management of stress and prevention of burnout. (Author)

EJ211047 EA512053
The Pain of Teacher Burnout: A Case History.
Bardo, Pamela
Phi Delta Kappan, v61 n4 p252-54 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141); POSITION PAPER (120)
A former teacher recounts her reasons for leaving the profession. (SRT)

EJ189653 TM503653
Teacher Survival Rates--A Current Look
Mark, Jonathan H.; Anderson, Barry D.
American Educational Research Journal, 15, 3, 379-83 1978
Reprint Available (See p. vii): UMI
Language: English
To examine how survival rates change with time, each cohort of new entrants to the public school teaching profession between 1968 and 1976 was examined. Results replicated Charters' downward sloping survival curve, although the curve has shifted up steadily through time. The survival rate differential between men and women is decreasing over time. (Author/CP)

EJ105379 CE501810
Why Teachers Quit
Mattox, Keith E.
Agricultural Education Magazine, 47, 6, 141-3 1974
Language: ENGLISH
Stress factors, if not corrected, may lead to certain psychological reactions and may influence the teacher to find another occupation with a lesser degree of stress. (AW)

ED190939 CG014586
An Integration of Burnout Into a Stress Model.
Perlman, Baron; Hartman, E. Alan
Wisconsin Univ., Oshkosh.
1980 30p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (26th, Washington, DC, March 26-29, 1980).
Sponsoring Agency: National Inst. of Mental Health (DHEW), Rockville, Md.
Grant No.: 1-T24-MH-15907-01
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: REVIEW LITERATURE (070); CONFERENCE PAPER (150)
Geographic Source: U.S./ Wisconsin
Journal Announcement: RIEJAN81
The term "burnout" has become popular for describing a condition of workers and administrators in professions with a high degree of people contact. Burnout involves feelings of exhaustion, development of chronic negative attitudes about oneself and/or clientele, and lowered job performance. A review of literature reveals that burnout as a concept is limited in definition and usefulness when compared with the concept of stress. Stress research gives more aid in understanding the individual, outcomes of stress, and skilled coping technique development. Burnout can be best understood from a stress conceptualization as a sign of health strain or an outcome of harmful stress. Institutional and organizational environments are important, but the basic responsibility for minimizing harmful stress, health strain, and burnout lies with the individual. It may be necessary to move from the limited writings on burnout to the more extensive and useful research on stress to understand and cope with the problems of burnout. (NRB)

ED190547 SP016490
A Study of Teacher Burnout at the Junior High School Level.
Rathbone, Charles; Benedict, Chaunce
New England Teacher Corps Network, Portsmouth, N.H.
Jul 1980 68p.
Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Vermont
Journal Announcement: RIEDEC80
This qualitative research report focuses on the phenomenon of teacher burnout at the junior high school level. Three teachers were interviewed as to the role teacher burnout played in their professional and personal lives. A jury of peers reviewed the transcriptions of these interviews and categorized interview data into five categories: How was burnout defined? What were the types of burnout reported? What efforts were expended to alleviate its effects? and, What were the symptoms? The results are reported for those factors agreed to by all three members of the jury. The report concludes with observations concerning burnout at the junior high school level, suggested future research possibilities, and action steps public school personnel (administrators, teachers, students) might undertake to combat its debilitating effects. (Authors)

ED183524 SP015636

An Analysis of Attrition in the Downstate Illinois Teaching Force, 1972-73 to 1977-78.

Burlingame, Martin

74p.

Sponsoring Agency: Illinois State Board of Education, Springfield.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Illinois

Journal Announcement: RIEJUL80

The implications of departure of teachers from the work force are examined. Specifically questioned are the departure patterns of teachers with less than one year experience, departure patterns of teachers with twenty or more years of experience, and the relationships between the age and the experience of teachers. These questions make distinctions between the sex of teachers as well as among elementary, secondary and special education certification. Survey results are presented in tabular form accompanied by narrative analysis. An overview of teacher career patterns and departure is included and suggestions are made for further research. (JD)

EJ225497 EA513020
A Test of Expectancy Work Motivation Theory in Educational Organizations.
Miskel, Cecil; And Others
Educational Administration Quarterly, v16 n1 p70-92 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Expectancy work motivation, central life interests, voluntarism, and selected personal and environmental characteristics were strongly related to job satisfaction of secondary and higher education teachers but only mildly related to job performance as perceived by principals and department heads. (IRT)

EJ222815 AA531250
Twelve Years On--A Longitudinal Study of Teacher Behaviour Continued.
Cortis, Gerald
Educational Review, v31 n3 p205-15 Nov 1979
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
In 1965, 126 new teachers were studied for psychological, biographical, and educational variables. In 1967, 1972, and 1977, they were surveyed on their satisfaction with teaching and rated for teaching ability. Overall trends and the ability of the 1965 data to predict 1977 teaching success and satisfaction are considered. (SJL)

EJ202545 AA529639
A Biased Look at Teacher Job Satisfaction.
Sparks, Dennis C.
Clearing House, V52 n9 p447-49 May 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Questionnaires distributed during a "Teacher Stress" in-service workshop revealed that 46 percent of these teachers were dissatisfied with their job as a whole and, if they had it to do all over again, would not choose teaching as a career. More specific responses are discussed. (Author/SJL)

EJ199192 CE508289
An Assessment of Job Satisfaction of Industrial Arts Teacher Educators.
Kaufman, Allan H.; Buffer, James J., Jr.
Journal of Industrial Teacher Education, v16 n1 p45-56 Fall 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Job satisfactions of industrial arts teacher educators and the importance they place upon their professional role activities, work environment, departmental supervision, and relationships with colleagues were measured and assessed. The National Job Satisfaction Study Instrument (NJSSI) was developed by the investigators to collect information to evaluate the research questions. (MF)

EJ183278 EA510092
Facet and Overall Satisfaction of Teachers
Holdaway, Edward A.
Educational Administration Quarterly, 14, 1, 30-47 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
This article presents data on the levels of and relationships between overall job satisfaction and facet satisfaction for a sample of 801 Alberta teachers. Correlation and factor analyses of questionnaire data are used as well as analysis of written responses. (Author/IRT)

EJ178821 CE507423
Correlation of Selected Variables with the Morale of Virginia Teachers of Agricultural Education
Miller, Larry E.
Journal of the American Association of Teacher Educators in Agriculture, 19, 1, 29-38 1978
Language: ENGLISH
Data collected from a survey of beginning and experienced agricultural education teachers in Virginia were analyzed to determine what relationships exist between selected demographic variables and teacher morale. Generally, no statistically significant correlation was found. Further attention should be given to the question of why Virginia teacher morale is so low. (MF)

EJ169187 CE506894
Relationship between First-Year Teachers' Morale and Behavior
Miller, Larry E.
Journal of the American Association of Teacher Educators in Agriculture, 18, 3, 11-8 1977
Language: ENGLISH
The long maintained tenet that vocational agriculture teachers are overall a contented group with high moral was not supported by a study examining the relationship between Virginia first-year agricultural education teachers' morale and their classroom behavior. The methodology, results, summary, and implications are reported in this article. (BM)

EJ155085 EA508238
A Pilot Study of Teacher Morale in Three Secondary Schools in the North of England
Brady, John
Journal of Educational Administration, 14, 1, 94-106 1976
Language: ENGLISH
The main findings were that, in its present form, the Staff Morale Questionnaire is not suitable to measure teacher morale in England, that there is a need for future research into teacher morale, and that older teachers apparently display higher morale than younger teachers. (Author)

EJ118823 CE503109
Relationships of the Meaning of Work, Value of Work, Job Satisfaction, and Selected Demographic Variables of Vocational and Non-Vocational Teachers
Kazanas, H. C.; Gregor, Tom G.
Journal of Industrial Teacher Education, 12, 3, 12-20 1975
Language: ENGLISH
The authors found that teachers perceive a significant relationship between job satisfaction and the value of work, but there was no significant difference between vocational and non-vocational teachers; in terms of demographic variables, community size and teacher income were significantly related to the meaning of work and job satisfaction, respectively. (AJ)

EJ100354 AA518545
Some Determinants of Teacher Morale in Australia
Coverdale, G. M.
Educational Research, 16, 1, 34-9 1973
Language: ENGLISH
How satisfied is the Australian teacher with his job and how committed is he to teaching? This paper reports the results of an investigation into the morale within the teaching profession. (Author)

EJ089068 AA517382
Some Determinants Of Teacher Morale
Coverdale, G. M.
Educational Review, 26, 1, 30-8 1973
Language: ENGLISH
Article was concerned with the job satisfaction, commitment, and general morale within the Australian teaching profession. (Author/RK)

EJ087443 CE500284
Teacher Job Satisfaction: Factors and Implications
Lacy, Annell
Delta Pi Epsilon Journal, 15, 4, 24-30 1973
Language: ENGLISH
Teacher job satisfaction is affected by a number of factors which can be taken into consideration in planning undergraduate preparation, by school administrators, and to evaluate potential jobs. (MS)

EJ072511 TM500817
Some Relationships Between Teacher Morale and Teacher Behavior
Greenwood, Gordon E.; Soar, Robert S.
Journal of Educational Psychology, 64, 1, 105-8 1973
Language: ENGLISH
Relationships between teacher morale, as measured by the Purdue Teacher Opinionaire, and verbal teacher behavior, as systematically observed using the Reciprocal Category System, were explored. Subjects were 3[illegible] female elementary (Kindergarten through second grade) teachers in Follow Through classrooms in six states. (Authors)

EJ067748 AA513828
Finding Out What Teachers Need and Want
Today's Education, 61, 7, 31-5 1972
Language: ENGLISH
Article gives the results of a questionnaire designed to determine what teachers regard as the most serious problems they face. (GB)

EJ065869 AA514059
Factors Affecting Teacher Morale
Ellenburg, F. C.
NASSP Bulletin, 56, 368, 37-45 1972
Language: ENGLISH
This article presents major conclusions of several studies of teacher morale and points out the implications for school administrators. (Editor/CB)

ED167497 SP013561
Career Needs and Satisfactions of Teachers: A Replication Study.
Fitzgerald, Sheila Mary
1978 52p.; Not available in hard copy due to marginal legibility
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEJUL79
A study designed to survey the job satisfactions and job needs of elementary school teachers was performed in 1972, and the study was replicated in 1977 to provide a comparative analysis and document any change over time. In the 1972 study 86 percent of the population returned mailed questionnaires indicating their rating of 25 scale items on the Minnesota Importance Questionnaire and the Minnesota Satisfaction Questionnaire, and of these respondents 57 percent completed the same questionnaire in 1977. Results indicated that the teachers continue to find "service" the most satisfying aspect of teaching and "work accomplishment" the least satisfying. "Cooperation" of staff members and "general factor" (liking the job) were of highest importance. Of the nine scale areas that showed significant changes, most related to the teacher as an individual within a school system rather than to responsibilities and challenges of instruction. Examples of the questionnaire and data results are included as well as a selected bibliography. (Author/DS)

ED151948 EA010445
Satisfaction of Teachers in Alberta with Their Work and Working Conditions. Report of a Study.
Holdaway, Edward A.
Alberta Univ., Edmonton. Dept. of Educational Administration.
Jan 1978 185p.; Pages 154 and 155 deleted due to copyright restriction; Questionnaire on pages 169-172 may be marginally legible due to small print
Sponsoring Agency: Alberta Advisory Committee on Educationa Research, Edmonton.
EDRS Price - MF01/PC08 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG78
Through the use of questionnaires, this study examines the levels of satisfaction of teachers in Alberta with aspects of their conditions of employment. Relationships between these satisfaction levels and other variables including age, sex, and experience were also examined. Free responses were solicited to provide information relevant to Herzberg's classification of satisfaction and dissatisfaction variables into "motivators" and "hygiene factors." In addition, teachers were invited to list changes in working conditions that they would like to see introduced by 1980, and to comment on any of the matters presented in the questionnaire. Data were gathered during 1975-76 from a stratified sample of teachers from 21 Alberta school systems. The factors identified as contributing most to overall teacher satisfaction were related to "working with students." Factors that contributed most to overall dissatisfaction were related to "attitudes of society and parents," "administration and policies," and "physical conditions." Among the changes respondents wanted to see made in working conditions by 1980, "smaller classes" and "more preparation time" led the list. (Author/JG)

ED143822 08 CE012387

Relationships between the Morale and Change Orientation of Vocational Education Teachers in Alabama.

Spivey, Glenward L.

Alabama Research Coordinating Unit for Vocational and Technical Education, Montgomery.

1 Jun 1977 127p.

Bureau No.: RCU-A-77-026

EDRS Price - MF01/PC06 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEFEB78

In light of the accelerated rate of change in vocational education, research was done to clarify relationships among teacher attitudes which would assist administrators in facilitating change. This study investigated the relationship between morale and change orientation of Alabama vocational education teachers. The Purdue Teacher Opinionaire and Russell's Change Orientation Instrument were administered to 936 teachers selected randomly from five vocational education service areas in Alabama. Findings indicated there is a small relationship between morale and change orientation, the largest measured association being between change orientation and satisfaction with teaching. Conclusions were that teachers with high morale tend to have more positive attitudes toward change and that teacher morale is regulated by a number of variables including daily student load, adequacy of facilities and equipment, and age and education of the teacher. Recommendations were made regarding need for further morale and change orientation studies to generate additional information covering a broader range of personnel and influencing factors. (BL)

ED138569 SP010995

Teacher Pupil Control Ideology--Behavior Congruence and Job Satisfaction.

Willower, Donald J.; Heckert, J. Wayne

Apr 1977 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, New York, April 4-8, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP77

The hypothesis that teacher pupil control ideology-behavior congruence would be positively related to teacher job satisfaction was tested. The rationale for the hypothesis was that teachers whose beliefs and behaviors concerning pupil control were consistent would be likely to be contented with their work. Pupil control was seen as a central aspect of the work of teachers. Data were gathered on 95 teachers in four schools. The hypothesis could not be rejected. Additional analyses replicated past work on congruence of perceived colleague and self pupil control ideology and job satisfaction. (Authors)

ED134266 JC770106

The Morale & Teaching Effectiveness of Junior College Teachers.

Cooper, John Frederick

13p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJUN77

Following a review of the literature related to employee morale and productivity, this paper reports a study undertaken to determine if there was a significant relationship between the morale of junior college instructors and their teaching effectiveness as perceived by students. Study subjects were 129 junior college instructors and their students enrolled in college transfer programs. A modified version of the Purdue Teacher Opinionaire was used to identify teacher morale variables. Teaching effectiveness as perceived by students was determined using the Hinds (Mississippi) Junior College Faculty Evaluation Scale. A statistically significant relationship was found for the measures of satisfaction with teaching, community support of education, and total job satisfaction with the teaching effectiveness rating by students. It was concluded that instructors' perception of satisfaction with teaching was positively related to their teaching effectiveness, instructors' perception of community support of education had a negative relationship to teaching effectiveness, and total job satisfaction was positively related to teaching effectiveness. Other identified measures of teacher morale were not significant predictors of teaching effectiveness. These results may indicate that the most effective teachers are those with the greatest morale and job satisfaction. A bibliography is appended. (JDS)

ED126034 SP010230

Teacher Morale: A Pilot Study. Centre for Advancement of Teaching Education Monograph No. 4.

Coverdale, Geoffrey M.

Macquarie Univ., North Ryde (Australia). Centre for Advancement of Teaching.

Sep 1975 63p.

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIENOV76

An investigation of the status, attitudes, and morale of the teaching profession in New South Wales was used to gauge the climate of opinion among teachers and to elucidate the factors that may have been responsible for the increased rate of teacher resignations and job dissatisfaction. The methodology took the form of a mail questionnaire to subjects who were practicing teachers in primary and secondary schools throughout New South Wales. The format included six main sections: (1) the role of the teacher's self-image; (2) a list of problems raised by teachers to be graded on a scale ranging from "highly important" to "little or no importance"; (3) social background of the teacher and his family; (4) retrospective assessment of teacher training; (5) recommendations by the teachers for improving the profession; and (6) some personal details of the respondent. A working hypothesis for this study might have been stated as "an attempt to reveal discernible factors which are responsible for the low morale of the teaching profession as evidenced by (a) the high level of political activity, and (b) a general dissatisfaction with present conditions." In this context, morale concerns mental or emotional attitudes of teachers towards components of their job. It takes into account the atmosphere in which they work and their individual orientation towards their tasks. It is essentially a reflection of how one feels about things and therefore is a matter of subjective perception. It can usually be increased by favorably modifying any condition that will increase job satisfaction. (MM)

ED111778 SP009469

Teachers and Teaching: Annotated Bibliographies on Selected Topics. Volume 3: Characteristics, Attitudes, and Values of Teachers.

Sacay, Valerie Hakam, Ed.

City Univ. of New York, Brooklyn, N.Y. Brooklyn Coll.

Jun 1975 159p.; For related documents, see SP 009 467 and 468

EDRS Price - MF01/PC07 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEJAN76

This bibliobraphy is comprised of annotations of 142 selected research articles and reports, on topics relating to factors which influence teachers' perception and fulfillment of their professional role, which have appeared in the literature from 1968 to 1972. Items relating to factors such as organizational climate, curriculum, job satisfaction, and teacher aides are included. The entries are numbered and are arranged alphabetically by author in the body of the bibliography. Code letters identify descriptor categories by which each item is classified. A listing of items by descriptor category follows the annotations. (Author)

ED111453 JC750472

A Faculty Morale Study in a Community College.

Gloster, Emily D.

Apr 1975 52p.; Ed.D. Practicum, Nova University

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN76

A questionnaire was developed to measure faculty morale and was administered to all full-time faculty members (N=51) at a community college. The form developed consisted of three sections: (1) a list of 36 positive and 36 negative hypothetical experiences which the faculty member checked if he/she had experienced the incident described in the statement; (2) a morale scale and four questions to obtain a validity check on the morale level marked; and (3) 14 questions relating to personal information. The most frequent positive morale items marked dealt with academic freedom, faculty cooperation and friendliness, and student rapport. The most frequent negative item dealt with physical limitations of the classroom. Using a morale scale of one (extremely low) to seven (extremely high) the mean morale level was computed to be 5.77. Significant difference at the .01 level was revealed using morale scores and responses to the question related to accepting a similar position at another institution with the same salary; and at the .05 level using morale scores and responses given to the question regarding income from other endeavors. A review of the literature and the survey instrument are included. (Author/NHM)

ED104989 UD014977

Teacher Morale in a Home Intervention Follow Through Program.

Greenwood, Gordon E.

.7190. 17p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAUG75

The Florida Follow Through Model is one of several federally-funded experimental programs that attempts to modify the type of educational experience that children from low-income backgrounds receive during their first four years (K-3) of schooling. In the case of the Florida model, the emphasis is on home as well as school intervention. Two mothers from low-income backgrounds are trained and placed in the classroom to work as a team with the teacher. Called parent educators, the mothers visit the homes of the children in the classroom weekly and assist the teacher with classroom instruction. The classroom teacher is a key person in the Florida model. She coordinates both the instructional and home visit activities of the parent educators. Her morale is therefore important to the success of the program. It is the purpose of this article to: (1) briefly examine the nature of teacher morale, (2) look at the ways in which the Florida model affects teacher morale and, therefore, the child through the delicate set of home-school interactions called for by the model, and (3) report empirical data concerning the effect of the model on teacher morale during its first two years of operation. During the first two years of operation, teacher morale was assessed by a means of the "Purdue Teacher Opinionnaire" which is probably the best known and most widely used of all self-report teacher morale instruments. (Author/JM)

ED090731 EC061773

Morale of Teachers of Mentally Retarded Children: An Exploratory Investigation. Mental Retardation Training Program Technical Report Series 68-3.

Jones, Reginald L.

Ohio State Univ., Columbus. Herschel W. Nisonger Center.

Nov 1968 21p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIESEP74

Evaluated was the morale of 204 regular class teachers and 146 teachers of the educable (EMR) or trainable (TMR) mentally retarded at both elementary and secondary levels. Administered were a biographical questionnaire and the Purdue Teacher Opinionaire which examines opinion in the following ten areas: teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, curriculum issues, teacher status, community support of education, school facilities and services, and community pressures. Results showed no reliable differences between responses of regular elementary and special elementary teachers of the EMR. Secondary female teachers of the retarded were reliably more dissatisfied with their status, curriculum issues, and professional relationships than were other teachers. Male secondary EMR teachers reported greater rapport with fellow teachers than did regular teachers. Teachers of the TMR themselves as having lower status than regular elementary teachers. No relation was found between morale and whether the special teacher worked in a special or regular school. (DB)

ED084254 SP007490

Teacher Morale as a Function of Teachers' Occupational Expectations for Their Students and Attitudes Toward Higher Education.

Kenen, Regina H.

.7191. 18p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAR74

This study investigates a) the effects of teachers' occupational expectations for their male students, and attitudes toward the necessity of a college education, upon their feelings of job satisfaction; and b) the socioeconomic status and degree of urbanization of the communities in which the teachers work, and the grade level taught, as possible intervening variables. The data from interviews with 283 elementary and secondary English teachers reveal that a) teachers holding white-collar expectations for their male students report that their jobs are more rewarding than teachers holding blue-collar expectations, with a strong positive association in middle-class and city schools; b) teachers who believe that a college education is necessary are inclined to find their jobs very rewarding in middle-class communities; and c) teachers who do not share this belief find their jobs very rewarding in working- and mixed-class communities. The two independent variables (occupational expectation and schooling needed behave differently from one another in relationship to each of the dependent variables (job reward and willingness to become a teacher again). These two indexes of teacher morale seem to measure different aspects of job satisfaction. (Four tables of data are included, along with two pages of references.) (Author/BRB)

ED072000 SP005979

Public School Teachers' Work Motivation, Organizational Incentives, Job Satisfaction, and Primary Life Interests.

Miskel, Cecil G.; And Others

Kansas Univ., Lawrence.

Jun 1972 94p.

Sponsoring Agency: National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Bureau No.: BR-1-0413

Grant No.: OEG-7-71-1130(508)

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEMAY73

This project evaluates the research instruments measuring motivation, incentives, satisfaction, and primary life interests; develops basic research conclusions from the variable relationships; and builds a quasi-theory of satisfaction for educational organizations. Three thousand four hundred randomly selected public school teachers in Kansas participated in the study. A mail questionnaire was used to collect data on 14 variables: sex motivation factors, six matched incentive factors, primary life interests, and satisfaction. Primary crossbreak variables for analysis purposes were sex and teaching level. Interrelationships were investigated using multiple regression and discriminant analysis techniques. The findings indicated that the female elementary and secondary teachers who scored higher on satisfaction were more job oriented, had a job in which there was a higher potential for personal challenge and development, less work pressure, and more incentives relating to physical surroundings, and where the tolerance for work pressure was higher. Male elementary teachers who scored higher on satisfaction were more job oriented. Three additional variables--work role, voluntarism, ideal incentives--were added to build a quasi-theory of satisfaction. A 31-item bibliography and appendixes are included. (Author/MJM)

ED061171 SP005617

Sources of Work Attachment Among Public School Teachers.

Fuller, M. Rex; Miskel, Cecil G.

Apr 1972 19p.; Presented at the Annual Meeting of the American Educational Research Assn., Chicago, April 1972

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL72

This study tested the efficacy of a recently developed industrial theory of work incentives in educational organizations. The investigation necessitated describing the factors which serve as sources of work attachment for educators and discovering if work factors seem of equal or differing importance to teachers who describe themselves as being satisfied, indifferent, or dissatisfied. A questionnaire composed of 124 work attachment ideas with levels of satisfaction, dissatisfaction, and indifference was responded to by 508 staff members of a school district in Kansas. The realization that the incentive system for teachers supported theories of the incentive system for industrial workers developed by Dubin (1970) resulted in a two-tier incentive system with provisions for each of the satisfaction levels. Minimal incentives for all teachers are found in the lowest tier. The second tier includes features important to all teachers. Satisfied teachers would receive intrinsic incentives, indifferent teachers would receive incentives related to autonomy in work and work conditions, dissatisfied teachers would receive extrinsic work features and interpersonal relations with peers and supervisor. The proposed incentive system is similar to proposed industrial workers incentive system. It can serve as a guide for further research while being of importance to an administrator's decision in distributing incentives to employees. A brief bibliography is included. (MJM)

ED055193# VT013835

An Analysis of Factors that Affect Job Satisfaction of Public High School Business Teachers in Ohio.

Lacy, Annell

1968 252p.; Ph.D. Dissertation, The Ohio State University

Available from: University Microfilms, Inc., P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 69-1160, MF $4.00; Xerography $10.00)

Document Not Available from EDRS.

Language: ENGLISH

Journal Announcement: RIEJAN72

The purposes of this study were (1) to determine whether selected factors affect the job satisfaction of business teachers in public high schools in Ohio, and (2) to determine whether teachers in Ohio's block-time programs are more satisfied with their jobs than teachers in traditional business education programs. To gather needed data, a three-part questionnaire was developed and sent to a sample of Ohio business education teachers. Part I of the questionnaire incorporated nine questions which sought to determine general job satisfaction. Part II contained 40 questions aimed at teachers' attitudes toward their schools and communities, and personal factors that relate to job satisfaction. Part III included 20 questions pertaining to factual data about the teachers, their schools, and the communities in which they live and teach. Based on analysis of the data, selected conclusions were: (1) The community affects teacher job satisfaction, (2) Fringe benefits are important, (3) School administrators affect teacher job satisfaction, and (4) Teacher job satisfaction is Affected by salary. A major recommendation is that teacher educators should provide time in the business education curriculum for human relation courses. (Author/JS)

EJ224746 AA531452
The Tip of the Iceberg: Teacher Distrust of Administrators.
Rothstein, Stanley W.
Clearing House, v53 n5 p227-28 Jan 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The ambivalent attitudes of prospective administrators is the tip of the iceberg, hiding resentments which have been aggravated by teachers' militancy and administrators' obtuseness. To get teachers to understand and cope with these feelings, as they study educational administration, is an important challenge for professional schools of education. (Author/SJL)

EJ223900 EC123465
On the Firing Line: Role Problems of Educators of the Gifted.
Bendiksen, Marilyn Mathews; Bendiksen, Robert
Roeper Review, v2 n3 p4-7 Feb-Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The article discusses the problems and stresses teachers of the gifted may encounter in working with other teachers and the school system. The difference between role pressure, which is seen as a positive pressure, and role strain, which is viewed as a negative force leading to low morale, tension, and poor communication patterns, is considered. (PHR)

EJ215952 EA512330
Organizational Structures and Processes, Perceived School Effectiveness, Loyalty, and Job Satisfaction.
Miskel, Cecil G.; And Others
Educational Administration Quarterly, v15 n3 p97-118 Fall 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
The findings suggest that more effective schools, as perceived by teachers, are characterized by more participative organizational processes, less centralized decision-making structures, more formalized general rules, and more professional activity. (Author)

EJ212091 CE508992
Why Vocational Agriculture Teachers Leave the Profession: A Comparison of Perceptions.
Moore, Gary E.; Camp, William G.
Journal of the American Association of Teacher Educators in Agriculture, v20 n3 p11-18 Nov 1979
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Former vocational agriculture teachers, principals, and the vocational agriculture teachers who replaced the departing teachers were surveyed to determine the extent to which former teachers were being candid in citing reasons for leaving the profession. All three groups ranked long hours, inadequate salary, and different occupational goals in their top four ratings. (LRA)

EJ210923 EA511918
The Relationship between Teacher Brinkmanship and Teacher Job Satisfaction.
Stapleton, James C.; And Others
Planning and Changing, v10 n3 p157-68 Fall 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
This study of Texas teachers indicates that teacher attitudes toward acts of teacher brinkmanship are related to the teachers' job satisfaction and that this satisfaction is derived primarily from the principal. (Author/IRT)

EJ203102 EA511394
Principals and Their Jobs: Candid Comments from Our Readers.
National Elementary Principal, v58 n4 p57-58 Jun 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Provides an overview of the responses of elementary principals to informal polls dealing with the power of the principal and "burnout" on the job. Sixty-three percent of the respondents say that their authority and power have definitely declined. (IRT)

EJ202531 AA529625
Teacher "Restlessness" and Decision Making.
Keef, James L.
Clearing House, V52 n9 p410-12 May 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON CLASSROOM MATERIAL (055); POSITION PAPER (120)
When teachers strike, most people assume their grievance is money. But a recent survey of 18 Montana schools reveals that much teacher discontent stems from their lack of involvement in site-level decision making. A Faculty Senate Policy Committee is proposed to facilitate teacher participation in policy formulation. (SJL)

EJ199128 AA529518
Creating Job Satisfaction in a Static Teacher Market.
Schackmuth, Thomas G.
Clearing House, v52 n5 p229-32 Jan 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070); RESEARCH REPORT (143)
Following a review on job satisfaction factors among professional personnel, a 1974 study is reported of suburban Chicago elementary teachers. Results did not confirm that, as school bureaucracy increases, teacher self-image and work satisfaction decrease; but they did confirm that work satisfaction rises with the individual's self-image. (SJL)

EJ190284 CS708342
Middle School Melancholia; Or, When Are You Losers Gonna Start Winning? JH/MS Idea Factory.
Booher, Kathleen
English Journal, v67 n7 p72-74 Oct 1978
Reprint: UMI
Language: ENGLISH
The reasons for junior high/middle school teachers' low morale are neglect by school administrators and a condescending attitude by high school teachers. (DD)

EJ189958 CE507992
Relationships between Selected Teacher and Job Setting Variables and Morale of Vocational Agriculture Teachers in Mississippi.
Kittrell, David
Journal of the American Association of Teacher Educators in Agriculture, v19 n2 p17-21 Jul 1978
Reprint: UMI
Language: ENGLISH
Reports findings from two instruments administered to a random sample of secondary school vocational agriculture teachers in Mississippi, the Purdue Teacher Opinionaire to assess teacher morale and a questionnaire to obtain information about teacher characteristics and job setting variables. Statistically significant relationships were identified. (MF)

EJ183281 EA510095
Isolation and Alienation in Educational Organizations
Forsyth, Patrick B.; Hoy, Wayne K.
Educational Administration Quarterly, 14, 1, 80-96 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
Power and friendship networks in academic organizations are examined to see what effects selected dimensions of interaction have on the work alienation of educators. Findings suggest that interaction with friends and respected coworkers is more important to professional educators than contacts with those in authority. (Author)

EJ181531 EA510009
Warning to Principals: You May Be Hazardous to Your Teachers' Health
Landsmann, Leanna
National Elementary Principal, 57, 3, 69-72 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
The results of a survey of approximately 9,000 teachers reveals three major areas of health concern--stress and tension, the physical environment of the school, and diet and exercise. The majority of the respondents indicated that the principal could do the most to initiate improvements in these areas. (Author/DS)

EJ176834 AA527640
Not Quite Proper
Blackie, Penny
Times Educational Supplement (London), 3259, 20-1 1977
Language: ENGLISH
Argues that the need for teachers to assume several roles is a major factor in the stress that goes with the job. (Editor)

EJ166463 JC501474
Non-traditional Teacher Syndrome
Stevens, Mary A.
Community and Junior College Journal, 48, 1, 24-26 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
The teacher of non-traditional courses faces frustration, ostracism, and lack of colleague understanding. (DC)

EJ163844 CE506620
Preferred Job Reinforcers and the Job Satisfaction of Faculty in Minnesota's Area Vocational Technical Institutes
Novak, Kathy
Journal of Vocational Education Research, 2, 2, 43-57 1977
Language: ENGLISH
Describes a study which sought information on job reinforcers and job satisfaction, focusing on faculty members of the Area Vocational Technical Institutes (AVTIs) in Minnesota. Findings suggest more emphasis be placed on environmental conditions which promote the idea that teachers are important people and do have a position of status in the community. (SH)

EJ155084 EA508237
Morale: A Refinement of Stogdill's Model
Smith, Kevin R.
Journal of Educational Administration, 14, 1, 87-93 1976
Language: ENGLISH
Morale questionnaires may validly serve best in pinpointing problem areas and strengths in an organization for a particular time and a particular place. (Author/IRT)

EJ142398 CE505270
The Relationship Between the Leader Behavior of Principals and Teacher Morale in the Vocational Centers of Maryland
Laird, Robert; Luetkemeyer, Joseph F.
Journal of Industrial Teacher Education, 13, 3, 74-81 1976
Language: ENGLISH
A study of 179 vocational-technical teachers at 14 vocational centers in Maryland concluded that teacher morale was related to the leader behavior of the principal. Teacher morale was significantly related to the principal's system orientation as well as his person orientation. (Author/BP)

EJ104137 EA505292
Role Consensus and Teacher Job Satisfaction
Koopman-Boyden, Peggy G.; Adams, Raymond S.
Journal of Educational Administration, 12, 1, 98-113 1974
Language: ENGLISH
This study, using a variant of exchange theory, tested the basic hypothesis that job satisfaction is a function of administrator-personnel conflict. Findings revealed only moderate support for the hypothesis. (Author/WM)

EJ097025 SP502559
Alienation: Another Administrative Agony
Hearn, James J.
Contemporary Education, 45, 2, 132-6 1974
Language: ENGLISH

EJ095522 SP502501
The Relationship between School Organizational Climate and Selected Teacher Health Status Indicators
Ponder, Leonard D.; Mayshark, Cyrus
Journal of School Health, 44, 3, 123-5 1974
Language: ENGLISH

EJ088802 AA[illegible]321
The Practitioner's Guide to Research: Teacher Morale and the Principal
Wood, Charles L.
NASSP Bulletin, 57, 375, 113-17 1973
Language: ENGLISH
Article considers the relationship between assistant principals and the organizational climate of schools. (RK)

EJ050790 EA502313
Decisional Participation and Teacher Satisfaction
Belasco, James A.; Alutto, Joseph A.
Educational Administration Quarterly, 8, 1, 44-58 1972
Language: ENGLISH
Examines the relationship between levels of satisfaction experienced by teachers and the status of their decisional participation. (Author)

EJ048147 EA502164
Formal Organizational Structural Factors and Perceived Job Satisfaction of Classroom Teachers
Carpenter, Harrell H.
Administrative Science Quarterly, 16, 4, 460-465 1971
Language: ENGLISH

ED191194 EC124524

Teacher Dissatisfaction and Alienation as Related to Mainstreaming in Education.

Schwartz, Terry Ann; And Others

Virginia Univ., Charlottesville.

Apr 1980 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Boston, MA, April 10, 1980, Session 22.04).

Sponsoring Agency: Phi Delta Kappa, Charlottesville, Va.; Virginia Univ., Charlottesville. Bureau of Educational Research.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S./ Virginia

Journal Announcement: RIEJAN81

Responses of over 300 teachers to a survey examining their perceived role in the implementation of Public Law 94-142 (the Education for All Handicapped Children Act) and their job satisfaction are reported. Results showed that about 50% of the respondents said they had not been told what responsibilities they had in the mainstreaming process and they had not had adequate input into the process or program. Almost all respondents indicated that money would not be better spent on gifted and talented students and that all money necessary should be spent to educate handicapped students. Other findings revealed that teachers feel they don't have meaningful input into decisions (in spite of their serving on major committees) and that they cannot get school policies changed. More than one third perceived their colleagues as feeling lonely. (PHR)

ED182849 EA012483

Decision Participation and Staff Satisfaction in Middle and Junior High Schools That Individualize Instruction.

Speed, Noel Eric

Wisconsin Univ., Madison. Research and Development Center for Individualized Schooling.

Aug 1979 228p.; Not available in paper copy due to marginal legibility of original document

Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.

Report No.: WRDCIS-TR-521

Grant No.: OB-NIE-G-78-0217

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

Language: English

Document Type: RESEARCH REPORT (143); PROJECT DESCRIPTION (141)

Geographic Source: U.S./ Wisconsin

Journal Announcement: RIEJUL80

The major purposes of this study were (1) to determine the congruence between perceived actual and desired frequency and extent of participation by teachers in the decision-making process; (2) to relate decision participation to teachers' job satisfaction; (3) to relate selected personal and situational variables to decisional participation; and (4) to identify teachers' perceptions of who is and who should be involved in making selected educational decisions. The conceptual foundations for the study were social systems theory, decision theory, and the literature pertaining to individually guided education and job satisfaction. Data were collected on site in ten middle and junior high schools located in seven different states, and included 242 teacher respondents. The instrumentation consisted of a personal data questionnaire, the Decision Participation Analysis questionnaire, and the Job Satisfaction Survey . Among the major conclusions were that teachers want collegial decision-making groups at both technical and managerial levels to have more say in the decision-making process and that teachers differentiate decisional issues as either technical or managerial according to their relevance to each functional level within a school. (Author/MLF)

ED179580 TM009862

The Educational Forces Inventory: A New Technique for Measuring Influences on the Classroom.

Rayder, Nicholas F.; Body, Bart

Far West Lab. for Educational Research and Development, San Francisco, Calif.

24 Mar 1975 28p

EDRS Price - MF01/PC02 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ California

Journal Announcement: RIEAPR80

The Educational Forces Inventory (EFI) charts the relative influence of 13 factors on teacher morale and classroom effectiveness. Ten general factors are: school principal; central office administrative personnel; other teachers in the school; parents; prescribed curriculum; testing programs; state legislation; physical facilities; community social environment; and curriculum personnel. Three components applicable to this sample--Project Follow Through teachers--are: program director, program advisor, and other adults in the classroom. Several hundred Follow Through teachers and teaching assistants in grades K-3 participated in a field test of the instrument, with concurrent administration of the Purdue Teacher Opinionaire (PTO). They characterized each force along two dimensions: the amount of influence it exerts upon the classroom process, and the degree to which this influence is positive or negative. The data indicated test validity: the pattern of importance ratings corresponded to independently assessed patterns of physical and social distance; the positive ratings for particular forces correlated substantially with corresponding subscores of the PTO; and the pattern of responses reflected aspects of internal consistency. Some ways of utilizing EFI data are: plotting and interpreting two-dimensional force fields, using them in program implementation, and facilitating the work of the teacher in the classroom. (Author/MH)

ED178515 SP015010

Too Many Pieces: A Study of Teacher Fragmentation in the Elementary School.

Klugman, Edgar; And Others

Wheelock - Malden Teacher Corps Collaborative, Boston.

Jul 1979 65p.

Sponsoring Agency: Office of Education (DHEW), Washington, D.C. Teacher Corps.

EDRS Price - MF01/PC03 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Massachusetts

Journal Announcement: RIEMAR80

Fragmentation of elementary school teachers' time and attention is an almost universal problem. Frequent coming and going of children to and from the classroom for legitimate purposes disrupts and distracts the teacher and other students. Children receiving special education services frequently leave the classroom for half-hour periods, thus missing a portion of instruction received by classmates. Administrative interruptions, too wide a span of ability in a single class, and lack of administrative support also create a sense of frustration for the teacher. The results of a comprehensive questionnaire on this topic are reported in this study. Suggestions are made for possible options for classroom teachers, support teachers, and administrators for improving this situation. (JD)

ED167630 TM008445

The Relationship Between Teacher Perceptions of the Robustness of Differential Organizational Roles and Dimensions of Their Working Environment: A Regression Analysis.

Ellett, Chad D.; Licata, Joseph W.

Mar 1978 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (62nd, Toronto, Ontario, Canada, March 27-31, 1978)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: CONFERENCE PAPER (150); RESEARCH REPORT (143)

Geographic Source: U.S./ Georgia

Journal Announcement: RIEJUL79

Environmental robustness is a highly dramatic, tension-producing climate characterizing the school organization; for example, strict discipline in a traditional school. To validate this theoretical construct with teachers, 264 elementary and secondary school teachers completed the Semantic Differential Robustness Scale and the School Survey. The Robustness Scale consists of polar adjective pairs known to discriminate between the concepts dramatic and not dramatic; teachers used the scale to rate the robustness roles of themselves, their principals, and their students. The School Survey measures teacher attitudes toward school environment along 14 dimensions. It was hypothesized that significant multiple correlations would be established between the robustness roles and dimensions of the School Survey; specifically: (1) teacher role nd attitudes towards opportunities for professional performance and development; (2) principal role and attitudes towards supervisory relations; (3) student role and attitudes toward educational effectiveness. All three hypothesis were confirmed, using three stepwise multiple regression analysis. General findings lend support to the robustness construct; specific results provide insight into teacher attitude referents of this construct for the roles of teachers administrators, and students. (CP)

ED161827 SP013027
Teacher Workload. Bibliographies in Education No. 63.
Moll, Marita, Comp.
Canadian Teachers' Federation, Ottawa (Ontario).
May 1978 73p.; Pages 72-73 may be marginally legible due to small type
EDRS Price - MF01/PC03 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: Canada/ Ontario
Journal Announcement: RIEMAR79
Encompassing materials from 1968 to 1976, this annotated bibliography includes articles in both English and French. The topics covered are: (1) teacher workload in elementary, secondary, and post-secondary institutions; (2) teacher assignment, distribution, and supervisory and extracurricular duties; (3) class size and student-teacher ratio; (4) hours of work; and (5) sources of stress and teacher morale. The document is directed primarily toward administrators and those concerned with the problems involved with staff utilization in education. (DS)

ED145562 95 EA010029
Relationship of Organizational Structure and Leadership Behavior to Staff Satisfaction in IGE Schools. Technical Report No. 412.
Mendenhall, Diana Reed
Wisconsin Univ., Madison. Research and Development Center for Cognitive Learning.
Mar 1977 262p.; Report from the Project on Organization for Instruction and Administrative Arrangements; Doctoral Dissertation, University of Wisconsin (Madison); Some tables and appendices may not reproduce clearly due to small print size
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: NE-C-00-3-0065
EDRS Price - MF01/PC11 Plus Postage.
Language: ENGLISH
Document Type: DISSERTATION (040)
Journal Announcement: RIEMAR78
The purposes of this study were to determine the relationship of structural aspects of the school organization and leadership behavior in schools to job satisfaction within Individually Guided Education (IGE) schools, and to determine whether organizational structure or leadership behavior had more impact on job satisfaction in IGE schools. Data were collected from 41 principals, 41 unit leaders, and 138 intermediate-level teachers in 41 multiunit IGE elementary schools in 13 different states. Major conclusions of the study were 1) leader behavior accounted for more of the variance in job satisfaction than did organizational structure; 2) total principal leadership, principal support, principal interaction facilitation, unit leader interaction facilitation, and unit leader work facilitation were the most influential leader behavior variables; and 3) formalization, stratification, unitwide centralization, building complexity, and extraschool centralization were the most influential organizational structure variables. (Author/JG)

ED142521 SP011280
Teacher Attitudes Toward Participation in Decision-Making.
Yarborough, Thelma B.
Aug 1976 30p.; Master's Thesis, University of Maryland
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: DISSERTATION (040)
Journal Announcement: RIEDEC77
Forty-two studies were reviewed to find out how teachers felt about participative decision-making. The studies were systematized into three broad categories: (a) satisfaction and morale; (b) effectiveness and productivity; and (c) leadership and supervision. The findings of the studies reviewed seemed to indicate that, with few exceptions, teachers seemed to favor participation in decision-making. Most of the investigations consisted of descriptive reports of the perceptions of faculty and other educational personnel. Part of the reason for this may be the difficulty at arriving at operational definitions for certain concepts, such as, participation, influence, climate, etc. Without operational definitions, these concepts become hard to measure. This review of the general literature on teacher attitudes toward participation in decision-making may suggest some avenues and ideas for hard research. (Author/MJB)

ED137285 95 SP010928
The School as a Workplace: What Matters to Teachers?
Murnane, Richard J.; Phillips, Barbara R.
Mathematica Policy Research, Seattle, Wash.; Pennsylvania Univ., Philadelphia.
Mar 1977 58p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C. Finance and Productivity Group.
Contract No.: 400-76-0157
EDRS Price - MF01/PC03 Plus Postage.
Language: ENGLISH
Document Type: RESEARCH REPORT (143)
Journal Announcement: RIEAUG77

This study was conducted to determine whether differences in teachers' perceptions of their jobs primarily reflect differences in the teachers themselves, or whether the variance in attitudes also reflects significant differences in the characteristics of schools as workplaces. Data on seven dimensions of job satisfaction (teacher attitudes toward the school principal, curriculum, materials and procedures, colleagues, community attitudes toward education, teaching per se, and compensation) were collected from a questionnaire administered to 650 public school teachers in seven schools of a Midwest urban school district. Data analysis proceeded in two steps: (1) investigation of whether teachers in different schools have significantly different levels of job satisfaction. For all seven schools this significance did exist, indicating that the prediction of a teacher's job satisfaction necessitated knowing at which school the teacher worked; (2) Investigation of attributes affecting each dimension of job satisfaction. A priority specifications of characteristics believed to be determinants of each dimension of job satisfaction were made and compared to teacher questionnaire responses, and the resulting general themes presented. Teacher demographic characteristics and school characteristics explained only some variance in job satisfaction, suggesting a need for more detailed information on these characteristics and on the attitudes teachers bring to their jobs. Implications of the report indicate a need to recognize a multifaceted concept of job satisfaction, with school policies designed to take into account possible differential effects on various aspects of satisfaction. Tables presenting questionnaire results are appended. (MB)

ED137221 95 SP010738
Administrator Style Effect on Teacher Behavior and Morale. Bibliographies on Educational Topics No. 7.
Pipes, Lana, Ed.
ERIC Clearinghouse on Teacher Education, Washington, D.C.
Feb 1977 126p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Available from: ERIC Clearinghouse on Teacher Education, Suite 616, One Dupont Circle, N.W., Washington, D.C. 20036 ($1.40)
EDRS Price - MF01/PC06 Plus Postage.
Language: ENGLISH
Document Type: BIBLIOGRAPHY (131)
Journal Announcement: RIEAUG77

The effect administrator style has on the behavior and morale of teachers is the subject of this bibliography and literature review. It is comprised of three major topical sections: (1) the school as a social system; (2) administrator style; and (3) teacher behavior. Documents in the first section are primarily concerned with two aspects of the school as a social system--the organizational climate and the congruence of role functions and goal perceptions deriving from the organizational structure. The documents in the second section are classified as relating to the administrator's personal leadership style or the instructional leadership influence. Documents in the third section are subdivided according to teacher role perceptions and confrontation and conflict. The entries were selected from the ERIC data file, RESOURCES IN EDUCATION. Several of the documents listed are reviewed in the literature analysis that precedes the bibliography. Abstracts of documents selected are reproduced from the actual computer printout pages. Citations in each topical section appear in chronological order with the most recent accessions first. Most documents are available in microfiche or "hardcopy" and can be ordered from the ERIC Document Reproduction Service. (MM)

ED136427 EA009347
Changing the Organizational Structure to Affect Perceived Bureaucracy, Organizational Processes, Loyalty, Job Satisfaction, and Effectiveness.
Stewart, David A.; Miskel, Cecil
Apr 1977 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)
EDRS Price - MF01/PC02 Plus Postage.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIEAUG77

Schools are functioning in an era of rapid change and increasing mobility. In an effort to mobilize the organizational structure to meet the standards being dictated by society, the school district reorganized the administrative structure to emphasize decentralized decision-making for direct educational functions. The hypothesis was made that teachers would perceive a change in bureaucratic structure, organizational processes, and school effectiveness. A single classification of variance procedure across the pretest and posttest scores for the 19 dependent variables revealed limited support for the hypothesis. (Author)

ED136422 EA009346

Bureaucratic Structure, Organizational Processes, and Three Dimensions of School Effectiveness.

Miskel, Cecil; And Others

Apr 1977 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, N.Y., April 4-8, 1977)

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: CONFERENCE PAPER (150)

Journal Announcement: RIEAUG77

The purpose of this study was to test the hypotheses that schools with more participative processes and less structure have higher levels of perceived organizational effectiveness, teacher job satisfaction, and student achievement than schools with less participative climates and more structure. A sample of 114 school units and 1,632 teachers participated by completing questionnaires and by furnishing achievement scores. The data were collected by the research team. The results of the multiple stepwise regression analysis procedures provided partial support for the hypotheses. (Author)

ED117846 EA007910

Alienation and the Negotiation Process.

Adams, Charles F.

.7190. 14p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: MISCELLANEOUS (999)

Journal Announcement: RIEJUN76

The author makes three assumptions in discussing the effect of collective negotiations on teachers' sense of alienation: first, alienation is a multidimensional concept that, in this context, is taken to derive from within the organizational setting of the school system; second, school systems are organized as bureaucracies containing more or less the general characteristics of Weber's "ideal type" bureaucracy; and third, negotiations in school systems deal with both the centralization of authority and the rule structure of the organization. The conceptual scheme based on these assumptions is that teacher alienation from work, the sense of powerlessness and meaninglessness, is related to the extent to which the bureaucratic structure of the school provides the means for teachers to become involved in the decisions affecting the rules and regulations governing their work. The negotiation process is seen as a means whereby teachers may have increased input into the decision-making authority of the organization and, consequently, provide a rule structure that has more meaning to them. Three hypotheses are derived as a guide to further research. What is critical is the degree to which the negotiation process is truly a joint decision-making one and the nature of the rule structure that develops from the negotiations. (Author/IRT)

ED111109 EA007483

An Exploratory Analysis of School Climates: Factors Affecting Morale in the Schools.

Dennis, Evie G.

Oct 1973 63p.; Submitted in partial fulfillment of requirements for Doctor of Education, Nova University; Appendix A of the original document is copyrighted and therefore not available. It is not included in the pagination

EDRS Price - MF01/PC03 Plus Postage.

Language: ENGLISH

Document Type: RESEARCH REPORT (143)

Journal Announcement: RIEJAN76

The present study was designed to investigate the teacher and student morale in two schools, one with and one without obvious problems. The research focuses on (1) staff feelings about coworkers and supervisors, and staff satisfaction with the degree of participation and recognition received from work; (2) student feelings about teachers, student enthusiasm for school, and student self-esteem; and (3) the overall morale in each school. Although scores at both schools were lower than average, analysis of variance indicated some significant differences between the schools. The findings are discussed and a plan of action is proposed. (Author/IRT)

ED090220 SP007961

Alienation in an Educational Context: The American Teacher in the Seventies?

Morgart, Robert A.; And Others

Apr 1974 94p.; Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, Illinois, April 1974

EDRS Price - MF01/PC04 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

The public school in the United States is a subsystem of the corporate infrastructure of American society and has four functions: socialization, selection, stabilization, and surplus absorption. Education, as a socializing institution, has become reified to the extent that a system of educational prerogatives embodies a reality which is separate and distinct from teachers. Because a bureaucratic structure develops a self-perpetuating institutional ethos, teachers become objects that are fitted into a school program to serve delineated purposes. This diminishes their opportunity to remain vital, compassionate, and professional. The public school teacher is an alienated worker; by altering the basic premises of the bureaucratic structure in the schools, teachers can avoid the debilitating effect of occupational sterility. (Author/HMD)

ED078556 EA005225

Collective Negotiations and Teacher Satisfaction in Selected Indiana Secondary Schools.

Davies, Paul R.; Kline, Charles E.

28 Feb 1973 10p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIENOV73

This paper reports a study that sought to determine whether differences in bargaining procedures are related to differences in teacher satisfaction or morale. Of the forty schools in the random sample, 27 were operating under traditional collective negotiation procedures -- teachers relatively unorganized; eight were operating under procedural negotiation procedures -- characterized by specific procedures related to negotiations; and five were operating under comprehensive contracts -- similar in scope and content to a union labor contract. The study used the Purdue Teacher Opinionnaire, a multidimensional morale instrument. The instrument measured teacher morale under specific bargaining procedures at one point in time. The results and some comparisons are provided. (Pages 2, 3, and 7 may reproduce poorly.) (JF)

25

ED075904 EA004924

Participative Decision Making and Perceptions of Organization: Refinement and Test of a Decisional Deviation Index.

Conway, James A.

Feb 1973 22p.; Paper presented at American Educational Research Association Annual Meeting (58th, New Orleans, Louisiana, February 25-March 1, 1973)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIESEP73

To test the relationship between levels of participation and organizational effectiveness, 166 secondary school teachers completed Likert's "Profile of an Organization" and an adaptation of Belasco-Alutto's "Decisional Participation Scale." It was assumed that Equilibrium (participating as much as desired) was the most satisfying state. Saturation (participating more than desired) was next, and Deprivation (less participation than desired) was least satisfying. This continuum of "Decisional-Deviation" correlated with perceived organizational effectiveness at .21 (significant at .001). The "Decisional-Deviation" modification indicates that over-participation as well as the more frequent decisional deprivation both detract from teacher satisfaction. (Author)

EJ227994 EC124062
How Teachers Survive in the System.
Ferren, Ann S.
Pointer, v24 n2 p39-44 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The author points out how schools place teachers in conflict situations and then fail to understand the drain on energy and productivity which results. Among organizational dilemmas considered are simultaneous demands for predictability and changeability. Possible administrative techniques for supporting teacher survival are described. (CL)

EJ224736 AA531442
Leadership and Morale Building: A Back to Basics Approach.
Garland, Gilbert C.
Kappa Delta Pi Record, v16 n4 p112-15 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055)
Defining morale as a by-product of satisfactory relationships, the author encourages the school leader to build an environment of cooperation and mutual respect. He gives particular attention to the topic of good communications. (SJL)

EJ221623 EA512841
An Organizational Model for Employee Job Satisfaction.
Schmidt, Gene L.
NASSP Bulletin, v64 n436 p80-88 May 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
An organizational model designed to improve job satisfaction of teachers and administrators. (Author/LD)

EJ219311 CE509299
Improving Teacher Professionalism.
Schultheis, Robert A.
Business Education Forum, v34 n2 p11-14 Nov 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); CONFERENCE PAPER (150)
A teacher who feels secure, wanted, and recognized by the administration and the community, who is provided with adequate working conditions, including small classes and effective work space, and who is supported and encouraged to travel, study, and experiment is likely to behave in a highly professional manner and be very productive. (LRA)

EJ217702 EA512508
Teacher Burnout--A Failure of the Supervisory Process.
Ricken, Robert
NASSP Bulletin, v64 n434 p21-24 Mar 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); NON-CLASSROOM MATERIAL (055); POSITION PAPER (120)
The supervisory challenge of the decade will be preventing teacher burnout. Suggestions are offered that administrators can use as part of the supervisory process to stimulate teachers to embark on a program of personal growth. (Author/MLF)

EJ212908 PS507889
Preventing Worker Burnout in Child Welfare.
Daley, Michael R.
Child Welfare, v58 n7 p443-50 Jul-Aug 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Examines the causes of the phenomenon of worker burnout in child welfare services, and suggests approaches to prevent such burnout. (CM)

EJ208777 SP508871
Renewing Urban Schools: Some Recommendations.
Schmuck, Richard; And Others
Theory into Practice, v18 n2 p126-33 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Suggestions are made for reducing teacher and student alienation in urban schools by encouraging cooperative planning by all concerned individuals. (JD)

EJ206939 RC503444
Effective School Leadership Can Foster Model Relationships.
Youngs, Bettie Burres
Education, v99 n4 p428-32 Sum 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); EVALUATIVE REPORT (142)
A means of reducing teacher anxiety is explored. Administrative policy geared toward a warm and friendly atmosphere that fosters group supportiveness is recommended. (JC)

EJ199444 EA511122
What You Can Do to Prevent Teacher Burnout.
Reed, Sally
National Elementary Principal, v58 n3 p67-70 Mar 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON CLASSROOM MATERIAL (055)
Provides ten areas in which principals can work to help prevent teacher "burnout." (IRT)

EJ199276 CG516078
The Role of the Middle School Counselor in the Reduction of Stress in Teachers.
Leffingwell, R. Jon
Elementary School Guidance and Counseling, v13 n4 p286-90 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Counselors can (and should) take an active role to reduce stress in teachers through individual and group conferences. They can help teachers find meaningful alternatives to problem situations by changing the focus from "what should be done" to "what can be done within realistic parameters."

EJ199157 AA529547
Teacher Morale: Symptoms, Diagnosis, and Prescription.
Cook, Donald H.
Clearing House, v52 n8 p355-58 Apr 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON CLASSROOM MATERIAL (055)
Five critical components of teacher morale are outlined: administrative leadership, administrative concern, personal interaction, opportunity for input, and professional growth. For each component, the author lists behavioral symptoms of a morale problem and ways the administrator can diagnose the difficulty and prescribe a solution. (SJL)

EJ192464 EA510693
The Principal and Staff Development: Countering the School Culture.
Rogus, Joseph F.; Martin, Mary
NASSP Bulletin, v63 n423 p81-87 Jan 1979
Reprint: UMI
Language: ENGLISH
Suggestions for principals to help teachers counter the energy drain caused by teaching, the limited technology of teaching that leads to self-doubt, and the aloneness of teaching. (Author/MLF)

EJ191493 SP507523
Did We All Let Barry Die?
Dillon, Elizabeth A.
Journal of Teacher Education, v29 n5 p30 Sep-Oct 1978
Reprint: UMI
Language: ENGLISH
Schools of education should provide teachers with the ability to cope with the tension and stress they will be subjected to in the classroom. (JD)

EJ185235 PS506783
Combatting Staff Burn-Out
Seiderman, Stanley
Day Care and Early Education, 5, 4, 6-9 1978
Reprint Available (See p. vii): UMI
Language: ENGLISH
This article describes the origins and symptoms of staff burn-out in child care jobs, and offers ten suggestions to help combat such burn-out. (CM)

EJ162374 SP507002
The Battered Teacher
Bloch, Alfred M.
Today's Education, 66, 2, 58-62 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Methods for the prevention and control of stress and trauma in physically assaulted teachers include preparedness training, formation of crisis intervention teams, and morale-improving techniques such as staff support, rotation of teaching assignments, and direct access to schoolboards for grievance reports. (MJB)

EJ179151 CS708112
Raising Teacher Morale and Student Interest Through Curriculum Change
Dupuis, Mary M.
English Education, 9, 2, 85-94 1978
Language: ENGLISH
Describes a three and a half year study designed to change the seventh and eighth grade English/language arts curriculum and teaching procedures in a rural, mountain school district through inservice training. (DD)

EJ172340 PS506269
The Burn-Out Syndrome in the Day Care Setting
Maslach, Christina; Pines, Ayala
Child Care Quarterly, 6, 2, 100-13 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Results of a study of personal job-stress factors among day care center personnel focus on impact of staff-child ratio, working hours, time out, staff meetings and program structure. Recommended institutional change for prevention of staff "burn-out" involve reduction in amount of direct staff-child contact, development of social-professional support systems and training in interpersonal skills. (BF)

EJ165269 AA526380
The Teacher as Environmental Victim--and How to Overcome Such Pollution
Van Patten, James J.
Kappa Delta Pi Record, 13, 4, 113-6 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH

EJ162736 PS505767
A Revised Work-Week for Caregivers
Hatch, Nan
Day Care and Early Education, 4, 3, 15-16,42 1977
Language: ENGLISH
Describes a rotating schedule for day care teachers that reduces the number of working days, thus avoiding the built-up stress that appears to result from working too many days a year with young children. (SB)

EJ125808 EA506453
Restoring Dignity and Self-Worth to the Teacher
Chall, Jeanne
Phi Delta Kappan, 57, 3, 170-174 1975
Language: ENGLISH
Argues that how teachers feel about themselves professionally stems from the education profession itself--from the way it recognizes high achievement, the way it prepares teachers for their profession, what it expects from teachers in schools, and the role of teachers in educational research and development. (Author)

EJ073984 AA515642
Improving Teacher-Principal Relationship
Ryan, Doris
Education Canada, 13, 1, 25-9 1973
Language: ENGLISH
Staff morale is highest when teachers, and principals, really know the school community, and feel that their programs and methods have been consciously selected to serve their particular pupils. (Editor)

EJ072496 EA503501
Are Turned-off Teachers Turning Off Your Schools?
Gregorc, Anthony F.; Hendrix, David F.
School Management, 17, 3, 8,33 1973
Language: ENGLISH
Teachers' needs for successful work completion, recognition by others, responsibility for their own work, and opportunities for change of status or position and for increased responsibilities must be met in order for teachers to be productive and staisfied with their work. (MF)

EJ063134 EA502980
Now for a Short Course in How To Keep Good Teachers
Butefish, William L.
American School Board Journal, 159, 15, 35 1972
Language: ENGLISH

EJ053860 AA512113
The Strain of Front Line Service
Hanson, Derek
Times (London) Educational Supplement, 2954, 4 1971
Language: ENGLISH
Does less class time lead to improved teaching? Author says yes, and suggests several ways in which the classroom teacher's burden could be eased. (Author/SP)

EJ048571 EA502197
Rent-a-Martyr, Inc.: An Interview in the Future
Kelman, Peter; Dunne, Faith
Phi Delta Kappan, 53, 4, 236-237 1971
Language: ENGLISH
An imaginative solution to the rapid burnout of reform-minded teachers. (JF)

ED187048 EC124313
Preventing Teacher Burnout: Suggestions for Efficiently Meeting P.L. 94-142 Mandates and Providing for Staff Survival.
Shaw, Stan; And Others
Apr 1980 13p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session T-2).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Connecticut
Journal Announcement: RIEOCT80
The authors consider the problem of special education teacher burnout and suggest administrative approaches to dealing with the problem. Personnel management strategies, such as specifying the role and student load for special educators, providing a complete job description to new staff, and providing support for staff (especially during the first year of adjustment) are suggested. Among organizational management options listed are developing efficient procedures; providing time, money, and staff involvement in policy modification and revision; and developing a comprehensive personnel development program. (CL)

ED184244 EA012564
Reducing Stress in Classroom Teachers: An Administrative Model.
Bruscemi, John N.
Nov 1979 9p.; Paper presented at the Annual Meeting of the National Middle Schools Association (Dearborn, MI, October 31-November 3, 1979).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); NON-CLASSROOM MATERIAL (055)
Geographic Source: U.S./ Texas
Journal Announcement: RIEAUG80
Although administrators cannot totally eliminate stress in the schools, they can reduce excessive stress that results in an unfavorable and often damaging climate. One method for doing this is to create an atmosphere of calm and order. Such an atmosphere results from defining and formulating objectives, converting those objectives into action, improving staff perception and communication, and continuously evaluating progress. One vehicle for accomplishing these goals is the "teacher letter," an instrument that allows staff members to study, plan, and evaluate their own professional responsibilities and progress. Very important is improving communication through avoiding unclear and unexpected messages. Other administrative approaches to stress reduction involve maintaining high expectations of staff, good listening techniques, and a systematic and constructive evaluative feedback system. (Author/JM)

ED183994 CG014207
Organizational Burnout in Counseling Agencies.
Moracco, John; McFadden, Hope
9 Oct 1979 13p.; Paper presented at the Annual Convention of the Southern Association for Counselor Education and Supervision (Daytona Beach, FL, October 6-9, 1979)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); REVIEW LITERATURE (070)
Geographic Source: U.S./ Alabama
Journal Announcement: RIEAUG80
Burnout is a condition that exacts a heavy toll on organizational effectiveness. Conditions that contribute to burnout in human service organizations are lack of funds, lack of flexibility, lack of decision-making power of middle managers, task overload, little recognition for efforts, and nature of client population. Strategies to prevent burnout include instituting a social-professional support group which can provide opportunities for organizational self-assessment, methods to reduce conflict, feedback and rewards, timeouts for individuals, and screening procedures for new counselors. (Author)

ED182801 EA012317
Coping with Stress. The Best of ERIC on Educational Management, Number 50.
Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.
Feb 1980 5p.
Sponsoring Agency: National Inst. of Education (DHEW), Washington, D.C.
Contract No.: 400-78-0007
Available from: ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 (free)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: BIBLIOGRAPHY (131)
Geographic Source: U.S./ Oregon
Journal Announcement: RIEJUL80
The twelve items in this annotated bibliography are entries in the ERIC system intended to help administrators in coping with stress. The publications cited deal with causes of stress, how to manage stress, how to make life style changes, how to recognize stressors, and work patterns associated with Type A behavior. The publications listed also cover stress management programs, stress prevention, prevention of teacher burnout and employee stress, and role pressure. (JM)

ED177719 EA012215
Job Satisfaction of Teachers and Organizational Effectiveness of Elementary Schools.
Knopp, Robert; O'Reilly, Robert R.
.7198. 27p.
EDRS Price - MF01/PC02 Plus Postage.
Language: English
Document Type: RESEARCH REPORT (143)
Geographic Source: Canada/ Ontario
Journal Announcement: RIEMAR80
The purpose of this study was to examine the relationship between job satisfaction of teachers and perceived school effectiveness. Questionnaires were distributed to teachers in 75 elementary schools in Ontario, Canada. A job description index and the concept of organizational effectiveness were used to measure job satisfaction variables of work, promotion, pay, supervision, and coworkers. The findings suggest that perceived school effectiveness is related to satisfaction of teachers with coworkers, with supervision, and with the work itself. The results are discussed in light of the peculiarities of the educational setting and are linked to several themes in the literature related to motivation, satisfaction, and productivity. Two suggestions are offered at the end. To ensure high satisfaction with fellow teachers, and therefore school effectiveness, principals should display leadership behavior that will facilitate group development, support, and interaction. To ensure high teacher satisfaction with a principal's leadership approach, and therefore school effectiveness, school board officials should ensure that principals actually display such leadership behavior. (Author/LD)

ED171086 EC115295
The Administrator's Role in Fostering the Mental Health of Special Services Personnel.
Dixon, Benjamin; And Others
Apr 1979 19p.; Paper presented at the Annual International Convention, The Council for Exceptional Children (57th, Dallas, Texas, April 22-27, 1979, Session TH-6)
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); GENERAL REPORT (140)
Geographic Source: U.S./ Connecticut
Journal Announcement: RIEOCT79
It is important for special education administrators to recognize the potential disaster that might result from inattention to the mental health needs of their staffs and organizations. Indications of staff "burnout" (rapid turnover of staff due to stress) are already apparent. The phenomenon can only be detrimental to the whole concept and mission of the special services organizations in school districts. Much of the stress experienced is directly attributal to the implementation requirements of Public Law 94-142 (Education for All Handicapped Children Act). The three important tasks for an administrator in fostering mental health for individuals and organizations are: (1) to diagnose the environmental conditions influencing the organization or individual, (2) to implement appropriate change strategies aimed at eliminating or minimizing stress conditions, and (3) to determine the effectiveness of the strategies implemented and the mental health status of the organization or individual. In a formal assessment of the mental health of an individual or organization three criteria (adaptability, identity, and reality-testing) are used to judge the health of the individual or group. (Author/PHR)

ED147751 CG012238

Help Through Organizing: A New Resource Within Secondary Schools.

Francisco, Richard P.

Aug 1977 11p.; Paper presented at the Annual Meeting of the American Psychological Association (San Francisco, California, August 26-30, 1977)

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Document Type: BIBLIOGRAPHY (131)

Journal Announcement: RIEMAY78

Overburdened by numerous non-teaching problems and pressures that occupy their daily lives, some secondary school teachers find very little time to address their primary task: that of teaching. As a result, many teachers are frustrated and dissatisfied with their job, and that means that their teaching suffers. Support for classroom teachers is needed to revitalize the troubled secondary school. A moderate restructuring of the secondary school or organization--a restructuring that includes a new stance for counselors and school psychologists--can become a source of providing direct support for teachers. Discussion focuses on: (1) three motivational needs of teachers; (2) counselors and school psychologists as systematic change agents; (3) four subsystems for school-wide problem solving; and (4) a consultative model for problem diagnosis. (Author)

ED128694 CG010800

Teacher Support.

Hannaford, Mary J.

Apr 1976 31p.

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Document Type: PROJECT DESCRIPTION (141)

Journal Announcement: RIEFEB77

Because of fast changes in educational theory and methodology, behaviorally threatening atmosphere, changes in student responses and attitudes, administrative expectations, and general tensions, most teachers need more support relationships than ever before. Tensions in many schools are high and daily frustrations exist. Teachers are concerned about open education, behavior modification, humanistic education, informal techniques, accountability and test results. Many teachers are high achievers who set severe goals for themselves and live with a high level of fear of failure. More requirements and criticisms come from the community. One Georgia school system has begun a teacher-support program to encourage personal sharing and support within the system. This was done through the use of transactional analysis and other personal reinforcing techniques in groups after school one afternoon a week for six to eight weeks. The groups are organized by the principal or school counselor with leadership provided by the Counseling and Psychological Services departments. Teacher response has been highly favorable with requests made to principals for additional service. (Author)

ED090200 SP007931

Survival Is Not Good Enough: Overcoming the Problems of Beginning Teachers.

Ryan, Kevin

American Federation of Teachers, Washington, D.C.

Apr 1974 40p.

Report No.: AFT-Pap-15

EDRS Price - MF01/PC02 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEAUG74

Research on the first year of teaching reveals consistent experience with particular problems which can be organized into the following categories: culture shock, instruction, students, parents, administrators, fellow teachers, and extensive isolation. The beginning teacher's insecurity about himself and his professional ability serve only to compound the original problems he encounters during his first year. The effects of inadequate introduction to the profession and insufficient support for beginning teachers are that a) 30 percent of personnel trained for teaching never enter the field; b) one out of five beginning teachers reports that he or she does not anticipate teaching five years later; and c) 12 percent of trained teachers leave the profession each year. Suggestions for improvement of this situation include the following: a) teachers and their organizations should consider the inadequate introduction to teaching a priority problem; b) teachers should study the problem and explore various solutions; c) teachers should establish policies and make them part of contract negotiations; and d) plans for the introduction of new teachers to the profession and continuing support throughout their first years should be developed and implemented at the local level. (HMD)

EJ224170 PS509448
The Battered Helper.
Lewis, Harold
Child Welfare, v59 n4 p195-201 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Discusses various moral dilemmas involved in the 'battered helper' or social worker burnout syndrome. (CM)

EJ219606 EA512628
Teaching Experience: Its Effect on School Climate, Teacher Morale.
Kalis, Maryann Castelli
NASSP Bulletin, v64 n435 p89-102 Apr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Reports the results of a study that showed that a steady increase in teachers' negative perceptions of school climate was correlated with increased teaching experience. (JM)

EJ218841 UD507696
Inner-City High School Teachers: The Relationship of Personality Traits and Teaching Style to Environmental Stress.
Parkay, Forrest W.
Urban Education, v14 n4 p449-70 Jan 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Studies how teachers respond to environmental stress and whether certain personality traits are related to these response patterns. Concludes that generalized personality traits are indicative of teaching styles that emerge in response to anxiety-provoking environmental conditions. Tables included. (Author/JLF)

EJ215200 SP509177
Mental Health and the Teacher.
Miller, Dean F.; Wiltse, Jan
Journal of School Health, v49 n7 p374-77 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Positive mental health is critical for teachers because of the position of authority they hold and the possible influence they have on students. (JD)

EJ190285 CS708343
"To Thine Own Self Be True": An Antidote to Melancholia: JH/MS Idea Factory.
Bosher, William C., Jr.
English Journal, v67 n7 p74-76 Oct 1978
Reprint: UMI
Language: ENGLISH
Analyzes the causes of poor self-conceptualizations by junior high/middle school teachers. (DD)

EJ186215 AA528656
Relationships Between Professional Self Perception and Commitment to Teaching
Elsworth, Gerald R.; Coulter, Frank
Australian Journal of Education, 22, 1, 25-37 1978
Language: English
Explores the general proposition that student teachers' professional self perceptions increasingly explain differences in levels of commitment during the course of training, i.e., that the way in which student teachers view themselves in their professional role increasingly influences their evaluation of teaching generally. (Author/RK)

EJ180799 AA528161
Perceived Stress Among Teachers: The Effects of Age and Background of Children Taught
Pratt, John
Educational Review, 30, 1, 3-14 1978
Language: ENGLISH
The reported feelings of stress of 124 primary school teachers were analyzed in an attempt to discover causes and effects. Results showed that stress arose from five main areas: a general inability to cope with teaching problems; non-cooperative children; aggressive children; concern for children's learning; and staff relationships. (Editor)

EJ149809 CE505737
Morale of Virginia Ag Teachers
Miller, Larry E.
Agricultural Education, 49, 5, 116-117 1976
Language: ENGLISH
A study of vocational agriculture teachers in Virginia attempted to discern if first year teachers differed in morale from teachers with more than one year's experience. No statistically significant differences were found between the two groups. Scores on various morale factors are analyzed in relationship to national norms. (HD)

EJ148801 SE517619
Sanity in the Schoolroom
Samples, Bob
Science Teacher, 43, 7, 24-27 1976
Language: ENGLISH
Identifies three teacher stereotypes, authoritarian, dependent, and intrinsic, and concludes that the intrinsic teacher is more stable in high stress educational settings. Included are seven processes for developing an intrinsic individual awareness of teaching patterns and motivation. (SL)

EJ067542 EA503196
Personal and Role-Related Factors in the Development of Organizational Commitment
Hrebiniak, Lawrence G.; Alutto, Joseph A.
Administrative Science Quarterly, 17, 4, 555-573 1972
Language: ENGLISH
An empirical study of 318 elementary and secondary school teachers and 395 registered nurses examines the relationship between personal and role-related factors and commitment to the employing organization. Results of multivariate tests indicated that levels of tension and number of years experience are the most important variables explaining commitment and also that, to a lesser degree, dissatisfaction and sex are related. (Author/DN)

ED176033 CE021496
Mid-Life Transitions and Education.
Louther, Malcolm A.
.7197. 10p.; For a related document see CE 021 497
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: POSITION PAPER (120)
Geographic Source: U.S./ Michigan
Journal Announcement: RIEFEB80
Substantial evidence exists in both popular and professional literature which suggests that some adults, male and female, will experience what has been variously labeled as a "mid-life crisis" or "mid-life depression." Research provides evidence that the lifespan can be conceptualized as a series of transitions from one status or situation to another. Many adults complete these transitions with a minimum of distress; others experience acute discomfort. A number of investigators have proposed explanations of the dynamics of adult transitions, although perhaps Levinson has presented the most elaborate description of adult psychosocial development, derived from research with forty men aged between thirty-five and forty-five during a nine-year period. In his view, adulthood can be visualized as a series of relatively stable life structures followed by transition periods leading to new structures. Both the individual life structure and the transitions to new structures may precipitate stress response. The research of Levinson and others suggests implications for education. These include some of the following: reduced teacher mobility, coupled with the difficulty of teaching today, can lead to teacher anxiety, guilt, and job disatisfaction; the advancing mean age of teachers may present problems in the area of teacher-student relationships; and school curricula should include content about adulthood and coping strategies for managing potential crisis situations. (JH)

ED173037 SP014447
Teachers' Changing Perceptions of Self and Others Throughout the Teaching Career: Some Perspectives from an Interview Study of Fifty Retired Secondary School Teachers.
Peterson, Anne R.
Apr 1979 54p.; Paper presented at the Annual Meeting of the American Education Research Association (San Francisco, California, April 8-12, 1979)
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: English
Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)
Geographic Source: U.S./ Ohio
Journal Announcement: RIENOV79
Fifty retired teachers were interviewed in an effort to acquire information about how their attitudes and outlooks changed throughout the course of careers in secondary schools spanning an average period of 38 years each. Of particular interest in the study was the emergence of changes in personal attitudes and changes in attitudes toward others. Four areas of personal change were reported by the retired teachers as they recalled their careers: (1) changes in level of commitment to teaching; (2) changes in level of job morale; (3) changes associated with the physical processes of aging; and (4) changes in levels of tolerance. Changes were noted in the perceptions of students, parents, colleagues, school community, and administrators. Results indicated that teacher attitudes and outlooks change in fairly predicatable sequences that are in turn related to changes associated with the processes of adult development. A copy of the questionnaire used in the study is appended. (JD)

ED171697 SP014338

Middle-Aged Experienced Teachers' Perceptions of Their Career Development.

Newman, Katherine K.

Apr 1979 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 8-12, 1979)

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143); CONFERENCE PAPER (150)

Geographic Source: U.S./ Texas

Journal Announcement: RIEOCT79

Ten teachers who had experienced two and three decades of classroom teaching were interviewed to determine what stages their careers had passed through and how their attitudes had changed over the years. The teaching careers of these individuals were characterized by early job mobility, high satisfaction in the first decade followed by restlessness and a feeling of crisis as retirement approached. Their personal attitudes toward discipline gradually changed. They altered their teaching methods over the years and became more flexible in dealing with students. As they matured they achieved a more positive rapport with students and a more relaxed confidence. (JD)

ED159499 CG012667

Stress and Mental Health of Graduate Students and Non-Graduates by Age and Educational Levels.

Jones, Franklin R.; Heinen, James R. K.

.7197. 16p.

EDRS Price - MF01/PC01 Plus Postage.

Language: English

Document Type: RESEARCH REPORT (143)

Geographic Source: U.S./ Virginia

Journal Announcement: RIEFEB79

A 1959 survey of 11 research studies involving mental health of United States citizenry showed that 9% of practicing teachers were seriously maladjusted, 17% were unusually nervous, and 25% were unhappy, worried and dissatisfied. This study sought to update these findings by examining various stress factors and their relationship to the mental health of graduate students, school teachers, and the lay public. Measures of depression, perception, paranoia, and total scores as well as detailed life histories were obtained from approximately 500 volunteer subjects (ages 20-49) representing either graduate students from various academic disciplines or the lay public. Contrast of the profiles of the two groups was delineated. Analysis of variance was used to determine the salient factors of syndrome relating to stress and maladjustment. The instrument used for classification purposes was the Hoffer-Osmond Diagnostic Test. General data indicated that 60% of the study population were normal while 40% were maladjusted. Age and sex differences are reported for both graduate students and lay subjects. (JEL)

ED088838 SP007809

Teaching as a "Central Life Interest" of Metropolitan Secondary Teachers.

Hanna, Charles Clifford

Jan 1972 11p.

EDRS Price - MF01/PC01 Plus Postage.

Language: ENGLISH

Journal Announcement: RIEJUL74

This article examines the interrelationship between teachers and their work of teaching, as observed in a study conducted in 1969 in Minneapolis and St. Paul, and intended to assess the extent and kind of attachments which secondary school teachers hold for their teaching when the total of life attachments and interactions is taken into account. It aimed to determine whether the global and rather complete dedication which often is assumed to be characteristic of professional occupations actually exists for metropolitan secondary school teachers. The findings of the study indicate that such global dedication of self to work does not exist for the secondary school teachers studied. (Author/DDO)

EJ230412 EC124691
The Burnout Syndrome: Caring for Yourself.
Muldoon, John F.
Journal of Visual Impairment and Blindness, v74 n3 p112-13,115-16 Mar 1980
Reprint: UMI
Language: English
Document Type: POSITION PAPER (120); JOURNAL ARTICLE (080)
The author explores the problem of burnout among staff in human services fields. Three causes of burnout are cited: environmental factors, cultural predispositions, and personal characteristics. Burnout, the author asserts, can be prevented through self-reflection, care of the body, learning to relax, and working on aspects of the work environment which cause tension. (PHR)

EJ227992 EC124060
Burnout among Teachers of Severely Handicapped, Autistic Children.
Foster, Robert E.
Pointer, v24 n2 p24-28 Win 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Four stages of teacher burnout (survival, transition, creativity, and burnout) are considered, and a strategy of personal growth for teachers of severely handicapped, autistic children is suggested. (CL)

EJ226883 AA531601
Sources of Renewal.
Kohl, Herb
Teacher, v97 n5 p16,19-20 Feb 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052); POSITION PAPER (120)
Given the outside pressures of layoffs, inflation, and public criticism, many teachers are turning to the specifics of teaching for release. Talking with one's students, developing humor in the classroom, experimenting with a slower pace of life, and thinking about self-sufficiency can lead to renewed energy and interest. (Author/SJL)

EJ226166 RC503833
The Reality of Stress.
Stewart, G. Kent
Rural Educator, v1 n1 p16-20 Spr 1980
Language: English
Document Type: JOURNAL ARTICLE (080); CLASSROOM MATERIAL (050)
These guidelines for better understanding the reality of stress explore its principal causes (performance, threat, excitement, poor health, frustration, bereavement, boredom), its effects on health, its symptoms, and some simple and sophisticated activities to hold excessive stress in check. (DS)

EJ222244 PS509384
Coping with Stress.
Duncan, Carolyn Wilkerson
Day Care and Early Education, v7 n3 p18-21 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); PROJECT DESCRIPTION (141)
Discusses the causes and symptoms of stress and its effect on people in child-care programs. Ways of coping with stress are outlined. (CM)

EJ221430 CS715579
Combating Burnout: A Must for Secondary Urban Reading Teachers.
Gentile, Lance M.; McMillan, Merna M.
Reading World, v19 n4 p332-38 May 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); TEACHING GUIDE (052)
Examines causes of urban teacher burnout; offers suggestions to secondary urban reading teachers on ways to experiment with methods of evaluation, instruction, and selection of materials, as well as on ways to achieve self-growth and to model for their students continuous effort toward learning. (GT)

EJ221240 CG518175
Reductions in Anxiety and Improvements in Teaching Associated with Cue-Controlled Relaxation Training.
Guzicki, Joseph A.; And Others
Journal of School Psychology, v18 n1 p17-24 Spr 1980
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); RESEARCH REPORT (143)
Examined efficacy of cue-controlled relaxation in reducing anxiety of two elementary school teachers. Both teachers exhibited significant reductions in motoric manifestations of anxiety. Both showed increases in rewarding behavior. They reduced disapproving behavior to zero on most days. Training in self-management of stress significantly affected anxiety and teaching behaviors of teachers. (Author/BEF)

EJ218898 AA530690
Slow Down: You Move Too Fast.
Gray, Lee J.
Teacher, v96 n8 p52-53 Apr 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); CLASSROOM MATERIAL (050)
A school psychologist offers suggestions for combating the tensions of teaching, particularly the "roadrunner syndrome" - the feeling of always being in a hurry. (SJL)

EJ218825 UD507677
Teaching as Failing.
Hawley, Richard A.
American Educator: The Professional Journal of the American Federation of Teachers, v3 n2 p39-43 Sum 1979
Reprint: UMI
Language: English
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
The only way to deal with the inevitable failures involved in teaching is to acknowledge them and attempt to work within the limits of the situation. (Author/GC)

EJ215125 SP509102
Renewing Teachers' Enthusiasm: A Professional Dilemma.
Gehrke, Nathalie J.
Theory into Practice, v18 n3 p188-93 Jun 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120); RESEARCH REPORT (143)
The ways in which high school teachers cope with the potential boredom of their work runs the gamut from self-improvement through in-service education to leaving the teaching profession. (LH)

EJ213030 PS508012
M*A*S*H Rx for Teachers: Take Two Smiles, Call Me in the Evening
Cogen, Patricia
Instructor, v89 n2 p126-28,130 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
Presents ideas to counteract teacher burnout and sagging teacher morale based on the attitudes of characters in the television show M*A*S*H. (CM)

EJ211048 EA512054
The Joy of Teaching: Another Case History.
Freeman, Jayne
Phi Delta Kappan, v61 n4 p254-56 Dec 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
In response to an article on teacher burnout, the author explains why she remains in teaching. (IRT)

EJ209201 CG516803
Stress in the Life of the Counselor.
Kremer, Bruce J.; Owen, William A.
School Counselor, v27 n1 p40-45 Sep 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); REVIEW LITERATURE (070)
Suggests that each person needs to develop an understanding of the phenomenon of stress, what it is and what it does. Each individual needs to examine his or her own life to discover the best personal methods of managing stress. (Author)

EJ202462 SP508143
Teachers Combat Burnout.
Hendrickson, Barbara
Learning, v7 n5 p38-39 Jan 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON CLASSROOM MATERIAL (055)
Three different methods used to combat the psychological and emotional burnout of teachers are outlined. (JMF)

EJ199146 AA529536
PMHT: Positive Mental Health for Teachers.
Mackiel, John
Clearing House, v52 n7 p307-10 Mar 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); POSITION PAPER (120)
After some of the work hazards unique to teaching are noted and the identifiable characteristics of the maladjusted teacher discussed, a three-state teacher mental health plan is proposed to prevent children from being exposed to teachers who suffer from poor emotional health: prevention, assistance, dismissal. (Author/SJL)

EJ199057 AA529447
Mid Career: Time for Depression or Time to Regenerate?
McGrew, John F.
Thrust for Educational Leadership, v8 n1 p6-8 Oct 1978
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080); NON CLASSROOM MATERIAL (055); PROJECT DESCRIPTION (141)
At midcareer, educators may face problems of stress, physical condition, and frustration. Some California school districts are helping their staff members through this period with programs for professional growth, physical fitness, leaves of absence, part-time teaching, social activities, or early retirement. (SJL)

EJ198406 PS507456
Teacher Burnout: How to Cope When Your World Goes Black.
Instructor, v88 n6 p56-62 Jan 1979
Reprint: UMI
Language: ENGLISH
Document Type: JOURNAL ARTICLE (080)
Discusses the problem of teacher burnout, examining its symptoms, scope, and causes. Suggestions for avoiding burnout are presented including: (1) tips from teachers, (2) sabbaticals, (3) special school programs, (4) help from teacher organizations, and (5) ideas from industry. (JMB)

EJ189302 PS507031
"Send Me No Apples."
Adams, Jan
Instructor, 88, 2, 118-26 1978
Reprint Available (See p. vii): UMI
Language: English
An experienced teacher discusses her experiences in a tough, inner city school and offers suggestions for self-preservation, discipline, guidance techniques, how to handle irate parents, and security measures. (JMB)

EJ170330 PS506180
Experiencing Joy in Teaching
Madden, Peter
Childhood Education, 54, 1, 12-5 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
A collation of teacher interviews on the joy and stress of teaching offers advice to beginners. (SB)

EJ170329 PS506179
About Presidents and Teachers
Hymes, James L., Jr.
Childhood Education, 54, 1, 9-11 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Discusses ways of coping with feelings of depression teachers may have and suggests that teacher dispair may be compared with that of U.S. presidents soon after election. (SB)

EJ168992 AA526964
Getting Ready--Counterirritants to Teaching
Hunter, Madeline
Instructor, 87, 1, 122-24 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
Teaching is one of the most stressful occupations there is. Author provides some helpful advice on how to avoid letting classroom pressures get you down. (Editor/RK)

EJ163428 AA526126
Stress
Sylwester, Robert
Instructor, 86, 7, 72-6 1977
Reprint Available (See p. vii): UMI
Language: ENGLISH
As an elementary teacher, what should you know about stress? How can you reduce its harmful effects? Looks at what stress is and considers three widely accepted methods of combating it. (Author/RK)

EJ151205 CS707600
Stress in Teaching and How to Handle It
Styles, Ken; Cavanagh, Gray
English Journal, 66, 1, 76-79 1977
Language: ENGLISH

EJ131697 SP504209
Ten Tips to Reduce Teacher Tension
Stevenson, George S.; Milt, Harry
Today's Education, 64, 2, 52-4 1975
Language: ENGLISH
Ten suggestions are given that will help teachers and others cope with their daily frustrations. (RC)

EJ097250 AA518264
Social Stress in the Classroom
Justice, Ernest
Music Educators Journal, 60, 9, 43-5 1974
Language: ENGLISH
Presented advice for the teacher faced with the student, who finds the learning situation difficult to adjust to, and who could, if badly handled, effectively distract the teacher from accomplishing his objectives. (RK)

EJ067708 AA513867
For you or your substitute...20 Ways To Keep Them Learning while you're trying to get your head straight
Beaman, Sarah Griffiths
Teacher, 90, 2, 59-61 1972
Language: ENGLISH
Author has prepared recommendations of mind-expanding activities for children with the intention of providing the teacher with some spare time. (RK)

ED187073 EC124338

Teacher Burnout in Special Education: The Personal Perspective of a Classroom Teacher.
Ingram, Leslie A.
Apr 1980 10p.; Paper presented at the Annual International Convention of The Council for Exceptional Children (58th, Philadelphia, PA, April, 1980, Session F-11).
EDRS Price - MF01/PC01 Plus Postage.
Language: English
Document Type: CONFERENCE PAPER (150); POSITION PAPER (120)
Geographic Source: U.S./ California
Journal Announcement: RIEOCT80
A special education teacher recounts her own experiences of burnout, suggests a 5 stage progression for the condition, and lists 12 ways of managing the problem. Among possible solutions are keeping a journal to look at situations more objectively, creating a support system at school, getting involved in inservice, taking mental health days, and reflecting on the reasons for entering the profession. (CL)

ED137962 EA009440
Counter Irritants to Teaching.
Hunter, Madeline
27 Feb 1977 10p.; Paper presented at the Annual Meeting of the American Association of School Administrators (109th, Las Vegas, Nevada, February 25-28, 1977); Not available in hard copy due to marginal legibility of original document
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
Language: ENGLISH
Document Type: CONFERENCE PAPER (150)
Journal Announcement: RIESEP77
Air traffic control, surgery, and teaching are probably three of the most potentially stressful occupations in the world. Stress can be benign and growth-producing or malignant and destructive, depending on three primary factors: 1) the possession of coping behaviors which are effective and for which there is feedback as to the degree of their effectiveness, 2) the predictability of the stressful situation, and 3) the duration or repetition of the stressful circumstances. There are two categories of stress escape devices that serve as effective "counter irritants" to teaching. One group of counter irritants consists of activities that make demands or stimulate creative endeavor in a completely different field. A second group of counter irritants consists of activities that require only participation. An effective prescription for a balanced program of counter irritants to teaching should include systematic exploration of both demanding and relaxing activities in physical, social, intellectual, and emotional areas. (Author/JG)

ED111768# SP009458

Stress Training for Teachers. "The Crunch"; "Black is the Colon"; and "Crossing the Line". Revised .

Rubin, Robert

Film Modules, Inc., New York, N.Y.

Sep 1973 21p.

Available from: Film Modules Distribution, 496 Deer Park Avenue, Babylon, New York 11702 (Set of three Modules, $440.00); Also available for viewing at ERIC Clearinghouse on Teacher Education, One Dupont Circle, Washington, D.C. 20036

Document Not Available from EDRS.

Language: ENGLISH

Document Type: AUDIOVISUAL MATERIAL (100)

Journal Announcement: RIEJAN76

This series on stress training for teachers includes three film modules. They are meant to be shown in sequence, but with at least two hours of discussion between each. The purpose of these modules is not to communicate or entertain, but to stimulate discussion and role playing. The series attempts to encourage each teacher to find his/her own way to deal with feelings of anger, fear, pain, and compassion. Each film portrays possible situations and shows how an individual teacher reacts to them. Other reactions by teachers and students are interspersed. No judgment is made in the film as to whether these reactions are right or wrong. The first module deals with feelings of humiliation and anger, the second with fear, and the third with compassion. Included with the films is a leader's guide which makes suggestions for preparing for the session and aids in leading the discussion following each film. (PB)

ERIC® DOCUMENT REPRODUCTION SERVICE EDRS

OPERATED BY COMPUTER MICROFILM INTERNATIONAL CORP

P.O. Box 190 ARLINGTON, VIRGINIA 22210 • (703) 841-1212

ORDER FORM

IMPORTANT INSTRUCTIONS

- **ORDER BY ED NO.** (6 digits) See Resources in Education (RIE)
- **SPECIFY EITHER:** Microfiche (MF) or Paper Copy (PC)
- **ENTER UNIT PRICE** (See Below)
- **INCLUDE SHIPPING CHARGES** (See Charts Below)
- **ENCLOSE CHECK OR MONEY ORDER** Payable to EDRS in U.S. Funds. Check must indicate the U.S. transit number of your banks agency.
- **OR ENCLOSE AUTHORIZED ORIGINAL PURCHASE ORDER**
- **COMPLETE AND SIGN BELOW**

SHIP TO: _____

BILL TO: _____

Date _____

Signature _____

Title _____

ED NUMBER	NO. OF PAGES	NO. OF COPIES MF	NO. OF COPIES PC	UNIT PRICE	TOTAL
TOTAL NO. OF PAGES				SUBTOTAL	
TAX EXEMPT NO. _____				VA RESIDENTS ADD 4% SALES TAX	
				SHIPPING	
DEPOSIT ACCT. NO. _____				TOTAL	

UNIT PRICE SCHEDULE

MICROFICHE (MF)

NUMBER FICHE EACH ED #	PRICE CODE	Price
1 to 5 (up to 480 pages)	MF01	$ .91
6 (481-576 pages)	MF02	1.10
7 (577-672 pages)	MF03	1.29
8 (673-768 pages)	MF04	1.48
Each additional microfiche (additional 96 pages)		.19

PAPER COPY (PC)

NUMBER PAGES EACH ED #	PRICE CODE	Price
1 to 25	PC01	$2.00
26 to 50	PC02	3.65
51 to 75	PC03	5.30
76 to 100	PC04	6.95
Each additional 25 pages		1.65

CHARTS FOR DETERMINING SHIPPING CHARGES

1st CLASS POSTAGE FOR

1-3 Microfiche ONLY	4-8 Microfiche ONLY	9-14 Microfiche ONLY	15-18 Microfiche ONLY	19-21 Microfiche ONLY	22-27 Microfiche ONLY	28-32 Microfiche ONLY
$.15	$.28	$.41	$.54	$.80	$.93	$1.06

U.P.S. CHARGES FOR

1lb 33-75 MF or 1-75 PC PAGES Not to Exceed	2 lbs 76-150 MF or PC PAGES Not to Exceed	3lbs 151-225 MF or PC PAGES Not to Exceed	4 lbs 226-300 MF or PC PAGES Not to Exceed	5 lbs 301-375 MF or PC PAGES Not to Exceed	6 lbs 376-450 MF or PC PAGES Not to Exceed	7 lbs 451-525 MF or PC PAGES Not to Exceed	8 to 20 lbs 526-1500 MF or PC PAGES Not to Exceed
$1.40	$1.75	$2.11	$2.46	$2.81	$3.16	$3.52	$3.87-$8.09

NOTE—Orders for 33 or more microfiche and all orders for paper copies (PC) will be shipped via United Parcel Service unless otherwise instructed

Revised January 1981